

DOES ONLINE TEACHING AT HIGH SCHOOL LEVEL INFLUENCE MENTAL STRESS OF TEACHERS?

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Abstract

The present study examined the online teaching and mental stress of teachers at high school level. The researcher used the survey method to conduct this research. The tools used for the study are Online Teaching Scale (2021) and Mental Stress Scale (2021), constructed and validated by the investigator. Data were collected from 300 high school teachers of different schools in Kanyakumari District. The statistical techniques used for the existing examine are 't'- test, 'F'-test and correlation analysis. Results showed that there is significant relationship between online teaching and mental stress of teachers at high school level. Overall, this study contributes the society by imparting significant implications to the parents and teachers.

Introduction

Online teaching is a learner-centric teaching-learning methodology that increases students' hobbies in digital classrooms. The teaching skills play a vital role in successful interaction with the students. Teacher should develop communication skills to keep students engaged in the field. Online teaching requires a good learning environment and includes a variety of classroom activities and games to engage students. Online teaching is an electronic teaching method based on the Internet for teacher-student interaction and class allocation

Significance of the Study

Teachers are very important assets and they play crucial role in every student's life. His/ her commitments and devotion to the teaching profession counts a lot. In order to maintain standard quality in education teachers should update themselves with technical skills. All the process of teaching and learning are crossing the boundaries and barriers due to the pandemic situation. This tendency leads the teachers to make a change in knowledge competencies and skills to deal with technological advancements.

The COVID-19 pandemic has impacted education with school closures in both developed and developing countries, with long-term effects on education and business growth and development (UNESCO et al, 2020). It becomes the necessary for all the teachers to learn, update, discover and develop how to implement new technologies into online teaching-learning environment. Another way of teaching in the classroom is the online teaching method, but it has faced many problems such as teaching knowledge and skills, inadequacy and weakness, and communication problems.

The Covid-19 virus has forced all teachers to work from home and find different ways to teach students. It has changed the way people live and work, bring humanity the most amazing ideas, teaching and learning etc. gave a gift. There are a lot of responsibilities for teachers and they, indeed, are confronted with a lot of expectations. Currently, high school teachers face many problems and issues such as high Internet costs, uncooperative students, low student trust, lack of trust in tech teachers, Lack of Educational skills while teaching online in Google Classroom, Zoom and Microsoft Teams. Poor ICT knowledge and poor network infrastructure. These issues and challenges in everyday life of the high school teachers may end in mental stress. Thus an attempt is made to conduct a study on Does Online Teaching at High School Level influence Mental Stress of Teachers?

Title of the Study

The problem is entitled as, Does Online Teaching at High School Level influence Mental Stress of Teachers?

Objectives of the Study

1. To find out whether there is any significant difference in online teaching of high school teachers with regard to gender.
2. To find out whether there is any significant difference in online teaching of high school teachers with regard to locality of the institution.
3. To find out whether there is any significant difference in mental stress of high school teachers with regard to gender.
4. To find out whether there is any significant difference in mental stress of high school teachers with regard to locality of the institution.
5. To find out whether there is any significant relationship between online teaching and mental stress among high schoolteachers.

Hypotheses of the Study

1. There is no significant difference in online teaching of high school teachers with regard to gender.
2. There is no significant difference in online teaching of high school teachers with regard to locality of the institution.
3. There is no significant difference in mental stress of high school teachers with regard to gender.
4. There is no significant difference in mental stress of high school teachers with regard to locality of the institution.
5. There is no significant relationship between online teaching and mental stress among high school teachers.

Methodology

The investigator has adopted survey method for the present study. The tools used for the study are Online Teaching Scale (2021) and Mental Stress Scale (2021), constructed and validated by the investigator. Data were collected from 300 high school teachers of different schools in Kanyakumari District. The statistical techniques used for the present study are 't'-test, 'F'-test and correlation analysis.

Analysis of the Data

Hypothesis: 1

There is no significant difference in online teaching of high school teachers with regard to gender.

Table 1 Difference in Online Teaching of High School Teachers with Regard to Gender

Variable	Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Online Teaching	Male	82	133.12	12.56	6.026	S
	Female	218	124.24	11.118		

S – Significant

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (1) that the calculated 't' value is greater than the table value at 5% level of significance. Hence there is significant difference in online teaching of high school teachers with regard to gender and the null hypothesis is rejected.

Hypothesis: 2

There is no significant difference in online teaching of high school teachers with regard to locality of the institution.

Table 2 Difference in Online Teaching of High School Teachers with Regard to Locality of the Institution

Variable	Sum of Variance	Sum of Squares	Df	Mean Square Variance	Calculated 'F' Value	Remarks at 5% level
Online Teaching	Between groups	1050.525	2	525.262	3.693	S
	Within Groups	42246.142	297	142.243		

S – Significant

(The table value of 'F' at 5% level of significance is 3.03)

It is inferred from the table (2) that the calculated 'F' value is greater than the table at 5% level of significance. Hence there is significant difference in online teaching of high school teachers with regard to locality of the institution and the null hypothesis is rejected. To find the significant difference among the group Post-Hoc Duncan test is applied.

Table 2.1 Post- Hoc Test for Difference in Online Teaching of High School Teachers with Regard to Locality of Institution

Online Teaching			
Waller - Duncan			
Locality of Institution	N	Subset for alpha = 0.05	
		1	2
Semi-Urban	60	123.72	
Rural	120	126.12	126.12
Urban	120		128.69

The Duncan test infers that the high school teachers of urban area possesses higher influence of online teaching than their counterparts.

Hypothesis: 3

There is no significant difference in mental stress of high school teachers with regard to gender.

Table 3 Difference in Mental Stress of High School Teachers with Regard to Gender

Variable	Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Mental Stress	Male	82	82.683	11.8498	2.550	S
	Female	218	77.647	16.3292		

S – Significant

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (4.08) that the calculated 't' value is greater than the table value at 5% level of significance. Hence there is significant difference in mental stress of high school teachers with regard to gender and the null hypothesis is rejected.

Hypothesis: 4

There is no significant difference in mental stress of high school teachers with regard to locality of the institution.

Table 4 Difference in Mental Stress of High School Teachers with Regard to Locality of the Institution

Variable	Sum of Variance	Sum of Squares	Df	Mean Square Variance	Calculated 'F' Value	Remarks at 5% level
Mental Stress	Between groups	1072.403	2	536.202	2.286	NS
	Within Groups	69674.433	297	234.594		

NS – Not Significant

(The table value of 'F' at 5% level of significance is 3.03)

It is infer red from the table (4.18) that the calculated 'F' value is less than the table at 5% level of significance. Hence there is no significant difference in mental stress of high school teachers with regard to locality of the institution and the null hypothesis is accepted.

Hypothesis: 5

There is no significant relationship between online teaching and mental stress among high school teachers.

Table 5 Relationship Between Online Teaching and Mental Stress among High School Teachers

Variables	N	Calculated 'r' Value	Remarks at 5%level
Online Teaching and Mental Stress	300	0.371	S

S – Significant

(The table value of 'r' at 5% level of significance is 0.113)

It is infer red from the table (5) that the calculated 'r' value is greater than the table value at 5% level of significance. Hence, there is significant relationship between online teaching and mental stress of high school teachers and the null hypothesis is rejected.

Findings and Interpretations

1. Significant difference is revealed between male and female high school teachers in their online teaching. Male high school teachers show more influence in online teaching than female high school teachers. This may be due to the fact that male high school teachers may have more responsibilities than female high school teachers. When maintaining discipline, using more learning strategies and having better technical skills, male teachers create a big difference in online teaching than their counter parts.
2. Significant difference is revealed in online teaching of high school teachers with regard to locality of institution. This study shows that the high school teachers who

work in urban areas have more online teaching influence than the rural and semi-urban areas. This may be due to the fact that unlike in the rural and semi-urban areas, network facilities, usages of electronic gadgets and awareness of digital teaching is readily available in urban areas.

3. Significant difference is revealed between male and female high school teachers in their mental stress. The study shows that the male high school teachers have more mental stress than females in online teaching. This may be due to the fact that the male high school teachers cannot fulfil their responsibilities when teaching online unlike they have done during their traditional school. Though teaching online may be done through fun and gamification methods by the male high school teachers, the expected outcome may not be achieved at the end of the academic year that may lead to mental stress.
4. No significant difference is revealed in mental stress of high school teachers with regard to locality of institution. This may be due to the fact that irrespective of area, the high school teachers are assigned to complete the similar task that is to produce the best result. Place is not a matter because all the high school teachers of the three localities are insisted to work for the deadlines.
5. There is significant relationship between online teaching and mental stress of high school teachers. This may be due to the fact that the sudden pandemic and perilous situation has pushed the entire world to teach online which is not very well-known by all the high school teachers especially in Kanyakumari District, Tamil Nadu where this study has been done. On account of the inevitable, continuous processes such as managing with the electronic devices and using new virtual teaching plat forms make most of the high school teachers, fish out of water and the teachers are put through the mental stress arena. Despite of trying to conquer from the consequences of online teaching, the teachers may end up with stress. Thinking about the outcome of the students and the pride of the schools, which do not receive new admissions if the result is worse, may create a tremendous strain among the teachers at high school level.

Educational Implications

Based on the light of findings the investigator has made the following implications for the study:

- The male high school teachers show more influence in online teaching influence than the female high school teachers. The female high school teachers can update themselves to handle digital platform so that not only the teaching would be effective but also class monitoring can be improved.
- The urban high school teachers show more influence in online teaching influence than the rural and semi-urban high school teachers. Making the network availability in remote areas and arranging teaching resources for e-teaching may help the rural and semi-urban high school teachers in virtual teaching-learning process.

- The male high school teachers have more mental stress than the female high school teachers. As male teachers are very much aware of using digital gadgets and having more technical skills, they would prepare themselves at first to face the hazardous states, which put them in mental stress. Then, doing some medications and exercises can be better options for handling their tasks efficiently and impressively during and even after.
- Living with mental stress becomes inevitable in this materialistic world, so remedies are also being natural and sometimes man-made. Engaging in fascinating activities maybe the temporary aid for reducing or forgetting the conditions that promote mental stress. Practicing some yoga's regularly, getting enough sleeps every day, eating healthy food and thinking positively are the essential medicaments.
- The usages of mobile phones, PCs, laptops, digital screens, etc., can be avoided provisionally. Sometimes taking a break from a scheduled work reduced the level of stress and time management also one of the best remedies.

Conclusion

Significant relationship is revealed between online teaching and mental stress among high school teachers. Spending more time with digital screens for preparing notes, lesson plan, curriculum, and questions papers may lead a high school teacher to experience mental stress eventually. A teacher cannot survive in this contemporary world without having the knowledge in technology. One may have several degrees but to teach the present generations, updating technology on daily basis is vital more than any other thing. Though virtual teaching and platform causes evere head aches and exhaustion, it can be cured through some easiest but long term activities such as time management, staying calm and focused, handling tasks in positive manners, sleeping on time, having enough nutrients, hang outs with friends, adaptable skills, maintaining peer activities etc., Being a good teacher might have brought awards in previous centuries, but a teacher who has good technological skill along with good characters can only survive in this materialistic world, deal with the problematic students and solve students' doubts technically. Teacher is a noble person who can sacrifice all the desires to educate his pupils. Despite of facing personal issues and experiencing mental stress, the teachers have always been boosting themselves to inculcate their knowledge among the students.

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