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IMPACT OF STRESS AND ANXIETY ON PRIMARY AND SECONDARY SCHOOL TEACHERS IN HYDERABAD DURING COVID-19 PANDEMIC

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ABSTRACT

The study aimed to investigate the impact of stress and anxiety on primary and secondary school teachers in Hyderabad during Covid- 19 pandemic. The study was conducted to assess the level of stress and anxiety among the school teachers in Hyderabad during pandemic time. Furthermore, it aimed to find out the relationship between stress, anxiety and health of the teachers. Purposive sampling method was used in the present study. The sample selected for the study was taken from the schools situated in Hyderabad only. A sample of 80 teachers was taken for the study, out of which 40 teachers were teaching the primary classes and 40 teachers were teaching secondary classes. The tool that was used to assess stress was Perceived Stress Scale by Cohen et al. (1983) and to assess anxiety in the teachers was Aaron Beck's Anxiety Inventory. The obtained data was analysed using the statistical methods of Correlation and T-Test. Stress is known to cause changes that affect nearly every system of the body, influencing how people feel and behave. It contributes directly to psychology and physiological well- being of an individual and affects mental and physical health. The results of this study indicate that the primary school teachers obtained (18.28) in stress and (33.85) in anxiety and the secondary school teachers obtained (16.05) in stress and (30.18) in anxiety which indicates that the primary school teachers faced more stress and anxiety. The comparative analysis shows that there is moderate and positive correlation between stress and anxiety. As stress increases, anxiety also increases.

Key words: *Aaron Beck's Anxiety Inventory, anxiety, covid -19 pandemic, physical health, physiological well- being, stress.*

I.   INTRODUCTION

The world was thrown into a situation of online and virtual education due to the COVID-19 pandemic that struck at the end of the year 2019 and which is continuing till the present year of 2021. The first wave was experienced mainly in the year 2020, and the second wave struck in the year 2021. The COVID-19 (caused by severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2) was first identified in December 2019 in Wuhan, China. The World Health Organization declared the outbreak a Public Health Emergency of International Concern in January 2020 and consequently, a Pandemic, in March 2020. As of 11th October, 2021 there have been 237 million confirmed cases of Covid-19 the world over including 4.8 million deaths as reported to WHO.

By March 2020, there were 500 confirmed positive cases in India (Gettleman, J. & Schultz, K. 2020). and it began to be a matter of public concern. In an effort to control its spread, Delhi became the first state to shut down primary schools on March 5 (The Economic Times, March 6, 2020). followed by Manipur, Tamil Nadu, Kerala and Uttar Pradesh. By April 8, 2020, schools were suspended nationwide in 188 countries, according to UNESCO. As the virus continued its relentless attack, claiming hundreds of lives, the Modi government imposed a lockdown on 1.3 billion people with orders to stay inside their homes for three weeks starting March 24th (The Hindu, March 24, 2020) after the experimental Janata curfew on March 22nd (The Hindu, March 19, 2020)., effectively closing all schools and colleges. However, little did people know what was still to come. Extension after extension of the lockdown was announced as the virus swiftly spread, It brought with it uncertainty, especially in the lives of students and the teachers as it happened at the time when most schools were conducting their Term- end Examinations and the New Session was about to start.

Primary School Teachers Vs Secondary School Teachers

Primary school teachers are typically responsible for teaching children from first through fifth grades. They play an important role in developing a child's intellect and work habits, as primary school is the first time most children are in a formal educational environment. The primary school years are basically habit formation years of the young learners and so, it is important that the teachers understand the needs and design their teaching- learning process keeping the age- level and heterogenous group of students in mind. Primary teachers need to be more flexible in their approach to teaching the children and be ready to make their teaching plan include various activities which involves the use of senses to make learning permanent. In short, it needs to be Experiential learning in classes one to five.

The Secondary school teachers are responsible for providing education to students ranging from 6th to 12th grade. They must also be masters of the subjects they teach and often choose a content area that interests them personally, whether the subject is math, science, history, English, or another language. They prepare students for the future by teaching problem solving skills, methods for critical thinking and basic concepts of the required subjects. Additionally, secondary teachers help students reach their full academic potential and start thinking about their futures beyond high school.

Review of literature:

Today the term stress is very often used in describing a variety of unpleasant feeling state – i.e. when frustrated, angry, conflicted, overwhelmed, or fatigued. Usually it is associated with the less pleasant aspect of life (Sharp,1977).

Lazarus and Folkman (1984); Taylor (1999) explained stress as our response to events that disrupt, or threaten to disrupt, our physical or psychological functioning. The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the

body to any demand for change." Further, Selye Hans defined stress as "any external event or internal drive which threatens to upset the organismic equilibrium"

Luthans (1995) defined stress in a simplified manner as "an adaptive response to an external situation that results in physical, psychological and behavioural deviations for organizational participants."

Auerbach and Gramling (2006) define stress as an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous, challenging or threatening to their well-being. It refers to inner and outer demands, which may be physiologically arousing and emotionally taxing and calls for cognitive or behavioral responses.

Negative Stressors/ Events –

Unhappy events which cause stress like break up with boyfriend or girlfriend, change of school, expulsion from school, divorce of parents, arrest, sexual and physical abuse, death of one or both parents, family arguments, disabling illness, foster home placements.

Positive Stressors/ Events-

Positive stressors motivate us to give our best. These are happy events which cause **stress** like planning a wedding, a promotion, a vacation, receiving a scholarship. They do not produce any negative effect on adjustment/ produce adjustment disorder.

Physiological Responses to Stressors

We experience many physiological reactions when we are exposed to stressors.

Initially, our blood pressure soars, our pulse rate increases, and we may even begin to sweat. These are a general pattern of reactions which are referred to as the fight-or-flight syndrome- a process which is controlled through the sympathetic nervous system. The sympathetic nervous system prepares our bodies for immediate action. Usually these responses are brief, and we soon get back to normal levels. When we are exposed to chronic sources of stress, this reaction is only the first in a longer sequence of responses activated by our efforts to adapt to a stressor.

Decenzo and Robbins (2006) indicate that stress is a dynamic condition in which an individual is confronted with an opportunity, constrained or   demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress can manifest itself in either a positive or negative way. It is positive when a situation offers an opportunity for one to gain something, but when constraints of demands or placed on us then it is negative.

Eustress is often described as moderate and low stress levels and distress is the high level of stress experienced by individuals. Teachers who experience eustress would be able to meet job demands. This could contribute to increased quality of work life. On the other hand, teachers who experience distress may not be able to fulfill job demands and this may lead to decreased quality of work life (Newell, 2002; Fevre, et al, 2003; Leka, Griffiths & Cox, 2004;Millward, 2005).

External causes or situational causes of stress

1. Stressful life events

Life events like death of a spouse, a close friend or a painful divorce, injury to one's child, failure in school or at work, most of us experience traumatic events and changes at some time or the other. The greater the number of stressful events experienced by an individual, and the longer these events are in duration, the greater is the likelihood that the person's subsequent health will be adversely affected.

2. Daily hassles of Everyday Life-

These are minor annoying sources of stress that cumulatively can affect psychological well-being. Daily life is filled with countless minor annoying sources of stress-which are termed as hassles. Though they are low in intensity, but the frequency of their occurence is much higher. These daily hassles are an important cause of stress as was suggested by the studies of Lazarus and his colleagues. The more stress people report as a result of daily hassles, the poorer will be their psychological well-being.

3. Work related stress:

In this competitive age and importance given to work culture many people spend more time at work than in any other single activity. The need to work and get job satisfaction and many other related factors have motivated the modern men and women to work hard and work for a longer duration than their physiological limit. Under these circumstances, jobs and careers have become the major source of stress. Many other factors produce stress in work place besides long hours of work. Some of the factors producing stress inwork are role ambiguity, lack of participation in decision making, conflict with other employees. Lack of support from co-workers, extreme overload/ underload. Performance appraisals procedures used for evaluating employees' performance.

4**. Extreme Environment**: Hot, cold, disease, poverty, inequality enhance feelings of worthlessness, etc.

5. **Lack of support**: lacking close endearing relationships or social support is an important reason for stress.

Effect of Stress on the health:

Stress has been implicated in the occurrence of heart disease, high blood pressure, hardening the arteries, ulcers, and even diabetes and asthma. It may interfere with efficient operation of our immune system - the elaborate internal mechanism through which our bodies recognise and destroy potentially harmful substances and intruders, such as bacteria, viruses, and cancerous cells. Foreign substances that enter our body are known as antigens. When they appear, certain types of white blood cells (lymphocytes) begin to multiply. These attack the antigens, often destroying them by engulfing them. Other white blood cells produce antibodies- chemical substances that combine with antigens and so neutralize them.

ANXIETY

The word 'anxiety' is derived from the Indo-Germanic root 'Angh'. In Greek and Latin, this term means 'to press tight, to strangle, to be weighed down with grieves and a load, a burden and trouble'.

The American Psychological Association (APA) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure."

According to Marmar (1965), "Anxiety refers to a psychological state that occurs when an individual experiences a sense of impending or threatening danger".

Sullivan (1953) states that, "Anxiety is a painful uneasiness of mind, concerning, anticipated ill; it represents a danger or threat within the individual rather than an external danger".

Basowitz (1955) in his book "Anxiety and stress" define anxiety as, "The conscious and reportable experience of intense dread and foreboding,conceptualized as internally derived and unrelated to external threat".

Anxiety is characterized by apprehension, uneasiness, and foreboding by feeling of helplessness because the anxious person feels blocked and unable to find a solution for his problem. The change to online teaching brought with it a lot of stress as the teachers missed the physical contact and interactions with their students. The teachers were anxious about the mental health and emotional health of their students who were sitting holed-up in their homes for months together. The helplessness of the teachers to prevent the students from getting distracted during online classes added to their anxiety. Anxiety is distinguished from fear, which is an appropriate cognitive and emotional response to a perceived threat. Anxiety is related to the specific behaviours of fight-or-flight responses, defensive behaviour or escape. It occurs in situations only perceived as uncontrollable or unavoidable, but not realistically so.

Symptoms

The physiological symptoms of anxiety may include:

- Neurological, as headache.

- Digestive, as abdominal pain, nausea, diarrhoea, indigestion, dry mouth.

- Respiratory, as shortness of breath or sighing breathing.

- Cardiac, as palpitations or chest pain.

- Muscular, as fatigue or tremors.

- Cutaneous, as perspiration, or itchy skin.

- Frequent urination, urinary urgency.

Causes of Anxiety

Common triggers include:

- Work stress or job change.

- Change in living arrangements.

- Pregnancy and giving birth.

- Family and relationship problems.

- Major emotional shock following a stressful or traumatic event.

- Verbal, sexual, physical or emotional abuse or trauma.

- death or loss of a loved one.

Relationship between Stress and Anxiety

There's a fine line between stress and anxiety. Both are emotional responses, but stress is typically caused by an external trigger. The trigger can be short-term, such as a work deadline or a fight with a loved one or long-term, such as being unable to work, discrimination, or chronic illness. People under stress experience mental and physical symptoms, such as irritability, anger, fatigue, muscle pain, digestive troubles, and difficulty sleeping.

Anxiety, on the other hand, is defined by persistent, excessive worries that don't go

away even in the absence of a stressor. Anxiety leads to a nearly identical set of symptoms as stress: insomnia, difficulty concentrating, fatigue, muscle tension, and irritability.

The pandemic has not only affected the mental state of students (Cachón-Zagalaz et al., 2020), since teachers have also accumulated a high level of stress since the beginning of the crisis. Recent studies have pointed out that during lockdown, teachers have suffered stress from having to adapt (in record time) in order to provide online classes (Besser et al., 2020). This stress has often been accompanied by symptoms of anxiety, depression, and sleep disturbance as a consequence of the increased workload resulting from home teaching (2007).

Not many studies conducted during the pandemic measure the symptoms of stress, anxiety, and depression among teachers but the studies that have been carried out suggest that they have psychological symptoms and this reinforces the importance of reopening schools and universities. A recent Arab study has indicated that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly (Al Lily et al., 2020). A study carried out in three cities in China during the pandemic assessed the prevalence of anxiety among teachers and found a prevalence of 13.67%, with women being more anxious than men and the older ones being more symptomatic (Li et al., 2020). Another study conducted in March also in China showed that the prevalence of stress symptoms in teachers was 9.1% and that it was important to support them psychologically (Zhou and Yao, 2020). In a study conducted in Spain at the beginning of the panemic, teachers also reported having workloads, psychosomatic problems, and exhaustion (Prado-Gascó et al., 2020).

Moreover, previous studies have found that working from home using Information and Communication Technologies (ICT) can create feelings of tension, anxiety, exhaustion, and decreased job satisfaction (Cuervo et al., 2018), and in times of a pandemic these were the only tools that were available to teachers.

Stress and anxiety are two psychological variables that have a deep impact on the health and well-being of individuals across populations. The study of the effect of stress and anxiety has become even more crucial during the Covid- 19 times because of the uncertainty and fear it brings with it. Quite a few studies have been done on these variables which highlight their significance as variables.

Carla Estrada-Muñoz, Alejandro Vega-Muñoz, et al (2021). Conducted a research on technostress of Chilean Teachers in the Context of the COVID-19 Pandemic and Teleworking. It shows the levels of technostress in primary and secondary education teachers in Chile, in the context of educational telework that Chile has adopted in connection with the health crisis by COVID-19. The information has been collected with the use of the RED-TIC scale with confirmatory factorial analysis (CFA) with a national coverage sample of 3006 teachers. The results show that 11% of teachers reveal techno anxiety and 7.2%, techno fatigue. Combining both manifestations, we find that 6.8% of teachers are techno stressed. Finally, fatigue and anxiety factors are higher for female teachers.

David Franciole Oliveira Silva, et al. (2021) conducted a study to identify the Prevalence of anxiety, depression, and stress among teachers during the COVID-19 pandemic. The studies were carried out in China, Brazil, the United States of America, India, and Spain. The participants were aged from 24 to 60 years. It was found that the prevalence of anxiety ranged from 10% to 49.4%, and depression from 15.9% to 28.9%, being considerably higher in studies with teachers who worked in schools. The prevalence of stress ranged from 12.6% to 50.6%. It was concluded that the prevalence of anxiety, depression, and stress was high among teachers during the pandemic, with great variation between studies. Anxiety and stress were more prevalent in the Spanish study. The results show the need for measures for the care of teachers' mental health, especially when returning to face-to-face classes.

Jian Yi , I-Hua Chen et al. (2021). The Effect of Primary and Middle School Teachers' Problematic Internet Use and Fear of COVID-19 on Psychological Need Thwarting of Online Teaching and Psychological Distress. The relationships among these research variables in explaining teachers' psychological distress during COVID-19 was empirically evaluated. Online survey data were collected from 9030 teachers. A high proportion of participants demonstrated psychological distress: depression (20.4%), anxiety (26.4%), and stress (10.2%). The results of the path coefficients indicated that PIU behaviors were associated with fear of COVID-19 ($p < 0.001$); fear of COVID-19 and PNT of online teaching were associated with psychological distress ($p < 0.001$); and fear of COVID-19 was also positively associated with PNT of online teaching ($p < 0.001$).

Naiara Ozamiz-Etxebarria, et al. (2021) conducted a research to find out the psychological state of teachers during the COVID-19 Crisis and the challenge of returning to face-to-face teaching in Spain. The study aimed to measure the symptomatology shown by teaching staff in the Basque Autonomous Community at the time when schools were reopened. To do this, a sample of 1,633 teachers was taken who were given an online questionnaire which measured stress, anxiety and depression using the DASS-21scale. The results revealed that a high percentage of teachers showed anxiety, depression and stress symptoms. Furthermore, variables such as gender, age, job stability, the level of education at which they teach and parental status also influence this symptomatology.

Naiara Ozamiz-Etxebarria et al. (2021). Prevalence of Anxiety, Depression, and Stress among Teachers during the COVID-19 Pandemic: A Rapid Systematic Review with Meta-Analysis. Medline and PubMed were searched for studies on the prevalence of depression, anxiety, stress, and burn-out in teachers, published from 1 December 2019 to 15 June 2021. In total, eight studies were included in this study. The results show that teachers report levels of anxiety (17%), depression (19%), and stress (30%). In Asia, there has been more anxiety compared to other continents. Overall, anxiety has been higher among teachers in schools compared to universities. However, stress levels have been higher

among teachers in universities compared to schools. Statistically, there were no significant differences regarding gender and age in any of the symptoms.

II.   RESEARCH METHODOLOGY

Research Problem

The present research aims to study the **impact of stress and anxiety** on Primary and Secondary School teachers in Hyderabad during Covid- 19 Pandemic.

Objectives

- To assess the level of stress among the Primary and Secondary School teachers in Hyderabad during Pandemic.

- To assess the level of anxiety among the Primary and Secondary School Teachers in Hyderabad during Pandemic.

- To find out the relationship between stress, anxiety and health of the teachers.

Hypothesis

H1: There is no significant amount of stress among the primary teachers in Hyderabad during Covid-19 pandemic.

H2: There is no significant amount of stress among the Secondary School teachers in Hyderabad during Covid-19 pandemic.

H3: There is no significant amount of anxiety among the Primary School teachers and the Secondary School teachers in Hyderabad during Covid-19 pandemic.

Sample

The sample was selected to represent the population which we want to study. Since it was difficult to study the entire population, a sample is selected following different procedure. The sample selection process depends on the objectives and nature of the sample.

Purposive sampling method has been used in the present study. Teachers teaching in Secondary school and in Primary schools in the city of Hyderabad are taken for the study. The sample has been selected by sharing a Google form through email and on WhatsApp groups after taking consent from the teachers. A total of 80 teachers were taken for the present study. Out of this, 40 will be Primary teachers and 40 will be Secondary school teachers.

Research Design

This is a Survey which is using a quantitative research method. *Quantitative research* collects information from existing and potential customers using sampling *methods* and sending out online surveys, online polls. *It* is the process of collecting and analysing numerical data. Quantitative data is any data that is in numerical form such as statistics, percentages, etc. The researcher analyses the data with the help of statistics and hopes the numbers will yield an unbiased result that can be generalized to some larger population.

Tests/ Tools for Data Collection

A Personal Data form (PDF) was used to gather the required and relevant socio-demographic information about the participants in the study. Personal Data Form covers the information of a participant, gender, age group, type of institution, medium of instruction and place of residence.

The following tools were used to assess stress and anxiety on the teachers during Covid-19 pandemic. For testing Stress: Perceived Stress Scale by Cohen et al. (1983) was taken. For Anxiety, Aaron Beck's Anxiety Inventory was used.

THE PERCEIVED STRESS SCALE (PSS)- COHEN et al.

The Perceived Stress Scale (PSS) is the most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful.

Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced

stress. The questions in the PSS ask about feelings and thoughts during the last month. In each case, respondents are asked how often they felt a certain way. PSS scores are obtained by reversing responses (e.g., 0 = 4, 1 = 3, 2 = 2, 3 = 1 & 4 = 0) to the four positively stated items (items 4, 5, 7, & 8) and then summing across all scale items. A short 4 item scale can be made from questions 2, 4, 5 and 10 of the PSS 10 item scale.

BECK'S ANXIETY INVENTORY- AARON BECK

Beck's Anxiety Inventory (1997) is a rating scale used to evaluate the severity of anxiety symptoms. The scale was developed by Aaron T Beck, MD (Beck et al., 1990; Steer and Beck, 1997).

The BAI contains 21 self-report items (Beck et al., 1996b). The items reflect symptoms of anxiety. Each item allows the patient four choices from no symptom to severe symptom. For each item, the patient is asked to report how he or she has felt during the past week. The items are scored as 0, 1, 2, or 3. The score range is 0–63. A total score of 0–7 is considered minimal range, 8–15 is mild, 16–25 is moderate, and 26–63 is severe. The test is designed for self-report in individuals aged 17 and up. The reliability coefficient is 0.92.

Statistical Techniques

The data will be obtained from the sample of 80 teachers of which 40 were primary teachers and 40 were secondary school teachers. The data will be scored and analysed with the help of statistical methods, Mean, Standard Deviation (SD), T-test and Pearson's product moment correlation coefficients were calculated.

III.   RESULTS AND DISCUSSION

The results and discussion related to the present investigation are presented in this chapter. After collecting data from primary and secondary school teachers in Hyderabad, the scoring of the obtained data was done according to the manuals. Relevant statistical tests like frequency, "t" test was applied and result tables were drawn. The interpretations of the results obtained are as

follows. This comparative research study is about the impact of stress and anxiety on the teachers. The data collected from all the respondents were edited, coded and analysed using SPSS 22.

Demographic Profile of Respondents

In the present study, a sample of 80 teachers was taken through purposive sampling and the data was collected from Hyderabad in the state of Telangana, India.

Table 1:

Sample Characteristics of Teachers (n= 80)

		Frequency	Percent	Cumulative Percent
Valid	Primary School	40	50.0	50.0
	Secondary School	40	50.0	
	Total	80	100	100.0

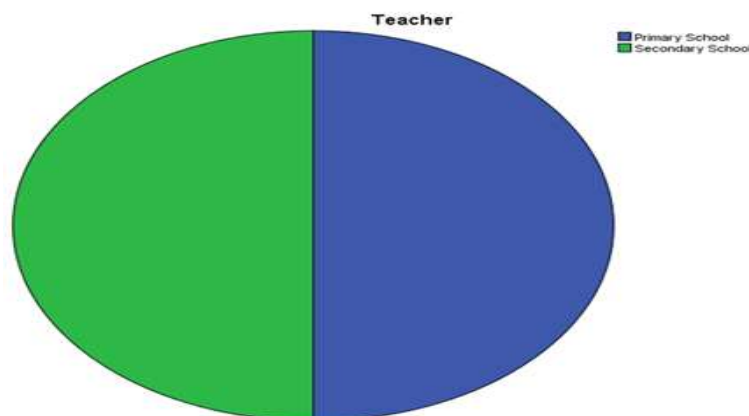## Demographic Distribution of Data Collected

Fig. 1

Table 1 and Figure 1 show the distribution of teachers as per the classes they take in a sample of 80; 40 primary teachers constitute 50% and 40 Secondary school teachers constitute the other 50%, dividing the sample equally. These were teachers teaching in different private, aided and unaided schools in Hyderabad. Due to the pandemic, some of the teachers were taking physical classes from schools, especially the ones teaching the secondary section while the primary teachers were taking online classes from school or home, as the case may be.

Table 2

Means and Standard Deviations of the Primary and Secondary School Teachers on the Measure of stress.

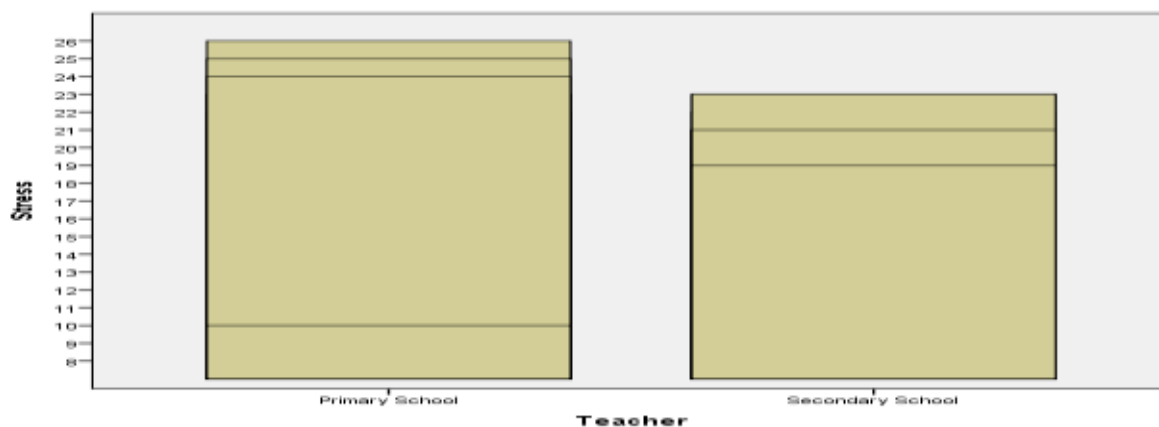| Teacher	N	Mean	Standard Deviation	t	*df*	*p*	Decision
Primary Sch.	40	18.28	4.188				
				-2.387	78	.019	Significant
Secondary Sch.	40	16.05	4.151				

Note total *N* = 80

Fig. 2

Table 2 and Figure 2 indicate an independent – samples t-test was conducted to compare the impact of stress among Primary school teachers and Secondary school teachers in Hyderabad during Covid -19 pandemic."There was significant difference in the scores of stress among primary school teachers (M =18.28, S.D. = 4.188) and secondary school teachers (M = 16.05, S.D. = 4.151); t= -2.387, p= .019." "These results suggest the stress has affected the teachers, especially during the pandemic times. Specifically, the results suggest that there is more stress on Primary school teachers. Hence, the Null hypothesis is rejected.But the Secondary school teachers do not have significant amount of stress. Hence, the null hypothesis is accepted."

Table – 3

Means and Standard Deviations of the Primary and Secondary School Teachers on the Measure of Anxiety

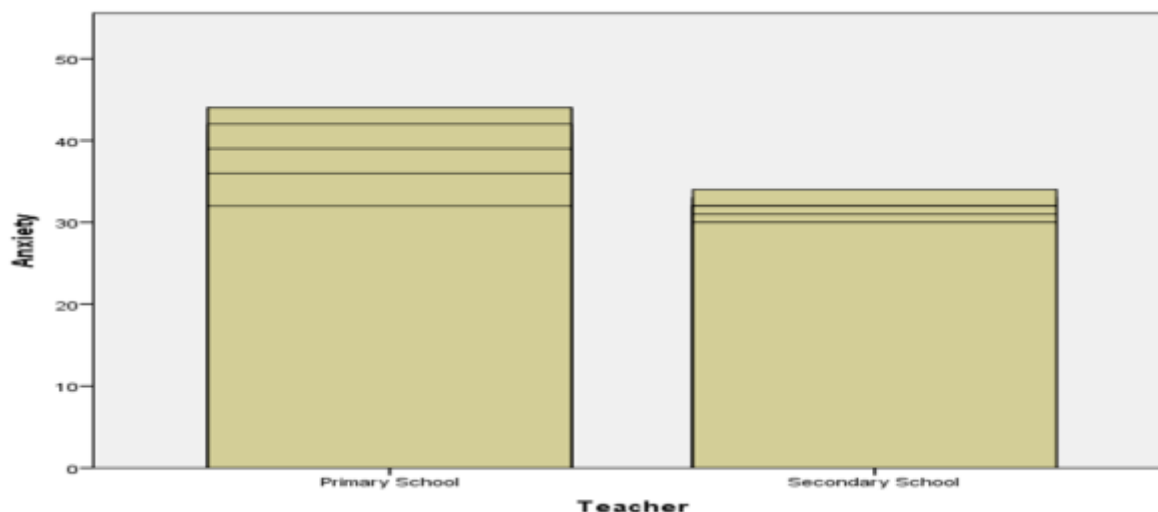| Teacher	N	Mean	Standard Deviation	t	*df*	*p*	Decision
y Primary Sch.	40	33.85	5.221				
				-4.065	78	.000	Significant
Secondary Sch.	40	30.18	2.330				

Note total *N* = 80

Fig. 3

Table 3 and Figure 3 indicate an independent - samples t-test was conducted to compare

the amount of anxiety among Primary school teachers and Secondary school teachers in

 Hyderabad during Covid -19 pandemic. "There was significant difference in the scores of anxiety

among primary school teachers (M = 33.85, S.D. = 5.221) and secondary school teachers (M =

30.18, S.D. = 2.330); t= -4.065, p= .000." "These results suggest the teachers faced significant

amount of anxiety, especially during the pandemic times. Specifically, the results suggest that there

is more anxiety among Primary school teachers. Hence, the Null hypothesis is rejected. But the

Secondary school teachers did not face significant amount of anxiety during the pandemic times.

Hence, the Null hypothesis is accepted."

Correlation between Stress and Anxiety Score of the Primary and Secondary School Teachers

Null Hypothesis: There is no correlation between anxiety and stress among primary and

secondary teachers.

All the selected subjects were administered Perceived Stress Scale by Cohen et al. (1983) for

measuring stress and Aaron Beck's Anxiety Inventory was used to measure anxiety.

Table no.4

	Mean	Standard Deviation	N
Stress	17.09	4.020	80
Anxiety	31.94	4.315	80

Table no. 5

Correlations

	Stress	Anxiety
Stress Pearson Correlation	1	**.**516"
Sig.(2-tailed)		.000
N	80	80
Anxiety Pearson Correlation	.516"	1
Sig.(2-tailed)	.000	
N	80	80

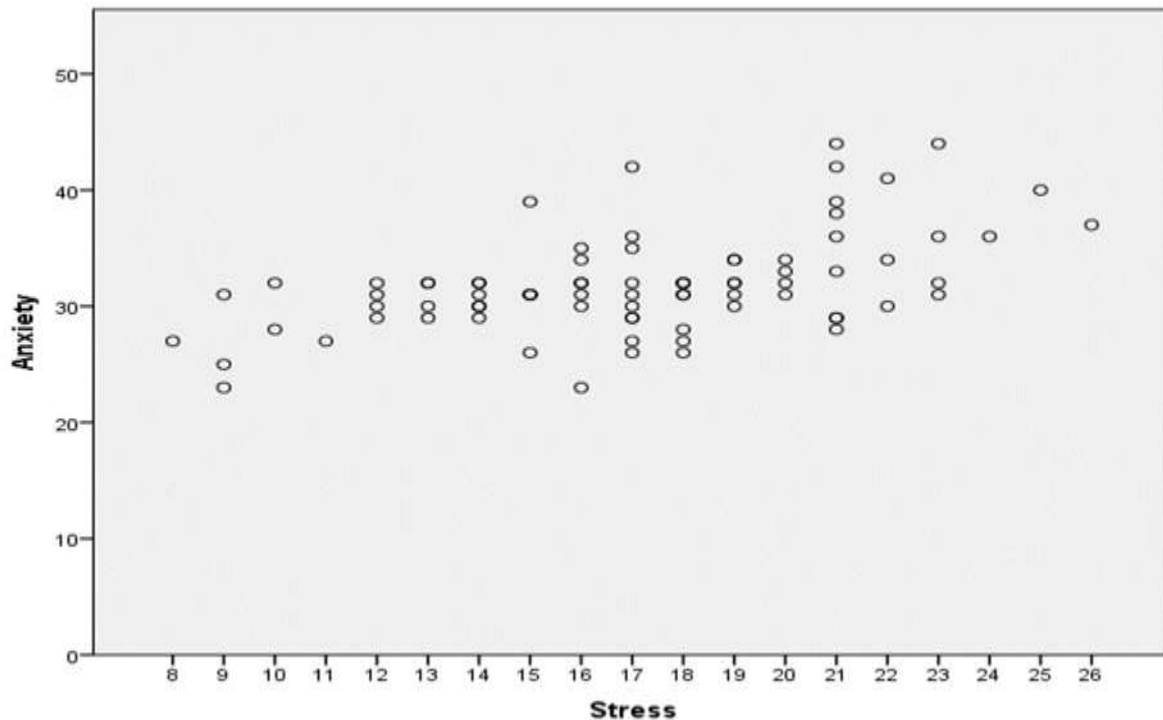****Correlation is significant at the 0.01 level (2- tailed).

Fig. 4

Mean Score of Stress and Anxiety are given in table no. 4. The data reveals that the mean of Stress score was 17.09 and the average score of Anxiety was 31.94. A Pearson product- moment correlation coefficient was computed to assess the relationship between stress and anxiety on the teachers well-being and the results are displayed in Table no. 4.

From the table no.5, it can be seen that the correlation coefficient (r) between stress and anxiety equals .516 indicating a positive relationship, and p value < 0.05 indicates that the correlation is statistically significant, hence, the Null hypothesis is Rejected. Overall, there is a moderate and positive correlation between stress and anxiety. And there is sufficient evidence at the 0.05 significance level to conclude there is a positive linear relationship between the two. The graph is moving upwards from left to right indicating that as stress increases, anxiety also increases. An important implication of these findings is that there is a good possibility that, by reducing stress and anxiety, the teachers well- being can be improved. As stress increases, anxiety also increases.

IV.   CONCLUSION

By testing the impact of stress and anxiety on the teachers teaching in primary and secondary school during Covid- 19 pandemic, we can come to a conclusion that during these uncertain times of conducting online and offline classes and engaging the young learners of primary classes and secondary school, our teachers have been undergoing considerable stress and anxiety. It was found that the secondary school teachers who are usually under stress teaching higher classes and preparing students for public exams, in this study it was found out that the primary teachers who were stressed and faced anxiety. As we have seen in the earlier studies that have been conducted in the past one and a half year of the pandemic, the mental and physical health has been compromised. More so for the unsung warriors of our society-the teachers who have adopted the new system of imparting online education and have been working undeterred for the last twenty-two months now. Further studies need to be conducted in this area, to find out ways in which we, as a society, can take care of the mental, physical, social, emotional and monetary well- being of the teachers. After all, it is they who contribute so much in building the character of our future generations.

Scope for future research

Based upon the results, we strongly emphasize the need for a study on a larger scale with a prospective design targeting the causative factors for higher rates of stress and anxiety among teachers in Hyderabad, Telangana. The study should be conducted beyond the scope of the present study, but it is imperative that such a study should be performed. It is all the more necessary, as there are many remote and rural areas where the teachers are not well- equipped and lack basic amenities and infrastructure to teach the students, adding to their stress and anxiety to deliver their lessons effectively to their students. There is a need to improve the psychological well- being of the teacher community. Stress and anxiety have been known to cause several health issues. The study calls for future studies focusing on risk factors of stress and anxiety among teachers as it is vital for teachers to have a sound mental health for better quality of the teaching process and better students' educational outcomes.

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