



## Understanding Stress in Educational Institutions: Teaching vs. Non-Teaching Staff

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### ARTICLE DETAILS

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*Stress, teaching staff, non-teaching staff, stress management.*

### ABSTRACT

The main objective of the present investigation is to examine the stress level among teaching and non-teaching staff in higher education institute. A sample of 60 subject (30 teaching staff and 30 non-teaching staff) was drawn randomly from the population. Data was collected by face-to-face interview methods from the target population from university by using a stress scale developed by Dr. Vijay Laxmi and Dr. Shruti Narayan". In conclusion, the study unequivocally shows that teaching staff members endure noticeably greater levels of stress, worry, and annoyance than non-teaching staff members. The results indicate that teachers' chronic stress and frustration are associated with a lack of support and misaligned job demands. Consequently, the efficacy and well-being of teachers depend on the implementation of focused stress management and mental health interventions.

## 1. INTRODUCTION

A feeling of anxiety or tension caused by the presence of difficult circumstances is called stress. It is a normal human reaction that confronts an individual into a situation in which he has to meet some obstacles and dangers to deal with in life. Everyone has gone through phases in life when stress has engulfed him. Thus, stress affects the body and the mind simultaneously. A little stress is good and can promote the capacity to carry out those activities that we do on a daily basis. However, excess stress, in turn, contributes to some physical and mental health problems. There are various coping techniques that



we can learn so that the level of stress decreases and we can support both mental and physical health. The emotions that stress can throw at us range from concern to annoyance. Stress makes it hard for us to relax. A little bit of stress could throw us off focus in the good times. It can be accompanied by an upset stomach or a headache, not to mention muscle aches and difficulty in sleeping. We may eat double the amount of what we normally consume or would stay away from food entirely. When left unattended, stress can worsen medical conditions that were already existing while also increasing the use of alcohol, tobacco, and other substances. Likewise, those stressful conditions can cause or aggravate mental health problems, primarily depression and anxiety, which need treatment. A mental disorder may develop due to ongoing distressing symptoms that have started to interfere with one's day-to-day functioning such as in work or school. Numerous studies have shown that long-term stress affects brain function in a number of ways. Because it can interfere with synaptic control, people may become less gregarious and avoid social situations. Stress can shrink the size of the brain and even damage brain cells. Anxiety over performing well at work is ultimately the root cause of a lot of workplace stress. Like many other professions, teachers want to be successful in their work, and when they realize they aren't doing at their best or aren't getting the support they need, they experience higher levels of stress, anxiety, and melancholy.

## 2. REVIEW OF LITERATURE

Kabito and Wami (2020) found that there is an important percentage of individuals experiencing stress. To ease the strain from work-related stressors, it is advised to put measures in place to balance employment demands by providing the opportunity for individuals to improve on their educational background and develop positive interpersonal relationships. Dhakate M.A., et al. (2022) suggested that formal job descriptions should be prepared for these non-teaching staff to clarify their roles. Damayanti, Ratih & Nawawinetu; Erwin (2019) examined the factors that affect work stress among Indonesian professionals engaged in teaching and non-teaching activities, emphasizing the effects of role conflict, workload, and school climate. Llorca-Pellicer et al. (2021) study the progress of burnout syndrome among non-academic instructors and discuss how work stress is influenced by interpersonal conflicts, job ambiguity, and workload. Mensah et al. (2017) realized that a high percentage of employees undergo stress which manifests as tension, worry, lack of personal time, and inability to concentrate at work. The survey also revealed that marital problems, financial constraints, and family and social activity expectations were the main external causes of stress. Pooja Sareen (2019) argued that technology in education must include both organizational and material components, such as organizational systems, applied learning strategies and methodologies, and skill assessment, as well as physical components, such



as computers and networking hardware. Rebecca J. Collie (2022) To determined the teacher and school profiles, too looked at three typical way of instructor stress: workload, student behavior, and expectation stress and found that there is a positive relationship among the variables. “Dhaneesh, R. and Iswarya, V.S. (2023) found that stress is significantly influenced by workload, whereas other factors are subsequently less important. Additionally, when it comes to lowering stress levels caused by stressors”.

### ***Objectives of Study***

- To investigate pressure factor among academic and non-academic individuals working in educational institutions.
- To examine the physical stress factor among academic and non-academic individuals working in educational institutions.
- To examine the anxiety factor among academic and non-academic individuals working in educational institutions.
- To examine the frustration factor among academic and non-academic individuals working in educational institutions.

## **3. RESEARCH METHODOLOGY**

### ***Problem Statement:***

To understanding stress in educational institutions among teaching vs. non-teaching staff

### ***Hypotheses:***

- When it comes to pressure, there won't be any notable differences between professionals who teach and those who don't.
- Regarding physical stress, there won't be any notable differences between professionals who teach and those who don't.
- When it comes to anxiousness, there won't be any notable differences between experts who teach and those who don't.
- There won't be any discernible differences in irritation between professionals who educate and those who don't.

### ***Variables:***

*Independent Variable:* Teaching and Non-Teaching Professionals

*Dependent Variable:* Pressure, physical stress, anxiety and frustration

***Sample and Sampling Method:***

In current investigation the total 60 individuals (30 related to academic and 30 non-academic professionals) were taken by using the convenience sampling method from a premier university situated in Roorkee (Uttarakhand).

***Tools of Study:***

The stress scale created by Dr. Vijaylakshmi and Dr. Struti Narain was used for data collection. This scale has 40 items for the assessment of factors such as pressure, physical stress, pressure, physical stress, anxiety, and frustration.

***Strategies of Data Collection:***

In the present investigation the convenient sampling strategy was adapted to collect the sample from the population. All the individuals instructed properly about the questionnaire and ask to submit in limited time frame.

**4. DATA ANALYSIS AND RESULTS**

“The main objective of the present investigation is to examine the different types of among teaching and non- teaching participants. Mean, S.D. and T-test were applied for the statistical analysis of data. All the calculations were calculated manually”.

**Table No.: 4.1 (Pressure Dimension)****Mean, S.D. and T-value of Teaching and Non- Teaching Staff.**

No.	Participants	N	Mean Value	Sta. Devi.	T	Level of Sig.
1	Academic Staff	30	4.90	2.38	1.11	0.05
2	Non-Academic Staff	30	4.17	2.70		

**Interpretation:** The data analysis shows that the individuals involved in academic activities have higher mean value in compare to the individuals who are not busy in academic activities. So, the table indicate that null hypothesis is accepted and it can be said that the people who are busy in teaching learning process faces higher stress.

**Table 4.2 (Physical Stress Dimension)****Mean, S.D. and T-value of Teaching and Non- Teaching Staff.**

No.	Participants	N	Mean Value	S. D.	T	Level of Sig.
1.	Academic Staff	30	4.27	3.58	3.50	0.05
2.	Non -Academic Staff	30	7.34	3.20		

**Interpretation:** The findings of analysis shows that academic staff members score higher on the pressure scale than non-teaching staff members. So, it is concluded that the teaching staff at academic institutions is under more stress, and the null hypothesis is accepted.

**Table 4.3 (Anxiety Dimension)****Mean, S.D. and T-value of Teaching and Non- Teaching Staff**

No.	Participants	N	Mean Value	S. D.	T	Level of Sig.
1.	Academic Staff	30	5.30	3.28	1.29	NS
2.	Non -Academic Staff	30	4.27	2.89		

**Interpretation:** According to the results, teaching staff members have a higher mean score on anxiety dimension of stress scale than non-teaching staff members. Thus, we can conclude that teaching staff experience higher levels of worry in academic institutions.

**Table 4.4 (Frustration)****Mean, S.D. and T-value of Teaching and Non- Teaching Staff**

No.	Participants	N	Mean Value	S. D.	T	Level of Sig.
1.	Academic Staff	30	6.23	4.21	2.09	0.05



2.	Non -Academic Staff	30	4.20	3.23		
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**Interpretation:** According to the results, teaching staff members score higher on the frustration scale than non-teaching staff members. Thus, the null hypothesis is disproved, and it is determined that academic staff members are more frustrated.

## 5. DISCUSSION AND CONCLUSION

### *Discussion:*

On the basis of the results of current investigation, it was found that teaching staff scored higher than non-teaching staff across all measured variables—mental pressure, anxiety, and frustration. These findings indicate that teaching professionals are under significantly greater psychological strain compared to their non-teaching counterparts. The higher pressure among teaching professionals suggest that educators face more demanding work environments due to responsibilities such as syllabus completion, student assessment, classroom management, administrative duties. It is also observed that the differences are statistically meaningful, emphasizing the growing workload and expectations placed on teachers. Sharma & Singh (2019) reported that teaching professionals often face chronic stress that leads to anxiety and emotional exhaustion. In the same way, Kaur & Joshi (2018) found that higher frustration levels could be attributed to a mismatch between job demands and available resources.

### *Conclusion:*

In summary, the study unequivocally shows that teaching staff members endure noticeably greater levels of stress, worry, and annoyance than non-teaching staff members. The numerous duties and rising demands on educators are the cause of this psychological pressure. The statistically substantial variations demonstrate how urgently educational institutions must address this problem. The results indicate that teachers' chronic stress and frustration are associated with a lack of support and misaligned job demands. Consequently, the efficacy and well-being of teachers depend on the implementation of focused stress management and mental health interventions.

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