

Abstract

Teacher anxiety and stress are common in the school environments today. Owing to a number of reasons, student and teacher well-being both, is put at stake along with learning outcomes by presence of anxiety and stress-prone environments. The current study presents a past review of harmful consequences of both anxiety and stress in teachers and their widespread effects for the school environment. It also presents coping strategies as a way to combat both anxiety and stress. Data was obtained from 147 teachers in Delhi NCR and correlational and regression analyses were carried out for 14 subscales of Brief Cope, Perceived Stress Scale and Beck Anxiety Inventory. Results obtained were in line with the hypotheses as both hypotheses were partially accepted. Stress and anxiety were positively associated with substance use and self-blame. They were negatively associated with active coping, positive reframing, acceptance, use of emotional support and venting. Findings are discussed in detail along with their implications. Specific suggestions for the school environment have also been made.

Keywords: stress, anxiety, coping, teachers