



AN ANALYTICAL STUDY OF WORK ACCOUNTABILITY AND STRESS OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Teachers play a significant role in improving the quality of education and achieving educational goals. Their effectiveness depends not only on their professional competence but also on their sense of accountability and ability to manage occupational stress. In recent years, secondary school teachers have been expected to perform several additional responsibilities such as continuous assessment, administrative work, documentation, digital teaching, and implementation of educational reforms. These increasing responsibilities may influence their work accountability as well as their stress level. Therefore, the present study was conducted to examine work accountability and stress among secondary school teachers. The study adopted a descriptive survey method. A sample of 118 secondary school teachers was selected through random sampling from government and private schools. Standardized tools were used to measure work accountability and occupational stress. The collected data were analysed using Mean, Standard Deviation and Independent Samples t-test. The study compared teachers on the basis of school type, gender and locality. The findings indicated that there was no statistically significant difference in the overall work accountability and stress of teachers with respect to school type, gender and locality. However, significant differences were observed in a few dimensions of work accountability and one dimension of stress. Overall, the study suggests that secondary school teachers experience similar levels of accountability and occupational stress irrespective of their demographic background. The findings highlight the need for supportive school environments, balanced workload and effective stress management programmes to enhance teachers' professional performance.

Keywords: Work Accountability, Stress, Secondary School Teachers, School Education.

INTRODUCTION

Education is one of the most powerful instruments for national development and social transformation. The success of every educational system depends largely on the quality and commitment of its teachers. Teachers shape a child's future; they build the future generation of the nation through education. (NEP, 2020, sec.5.1, p.20) Teachers are responsible not only for teaching academic subjects but also for developing students' values, attitudes, skills and



personality. Therefore, society expects teachers to perform their professional duties with sincerity, commitment and accountability.

In recent years, the responsibilities of teachers have increased considerably. Besides classroom teaching, teachers are required to maintain school records, prepare reports, participate in co-curricular activities, conduct continuous assessment, integrate digital technology into teaching, attend training programmes and implement various government educational policies. These responsibilities have increased teachers' workload and created additional professional challenges. One of the important qualities expected from teachers is work accountability. Work accountability refers to a teacher's responsibility towards performing assigned duties honestly, efficiently and ethically. It includes accountability towards the school organisation, principal, students, colleagues, profession and society. An accountable teacher plans lessons effectively, completes assigned tasks on time, follows institutional rules and continuously works for the improvement of students' learning outcomes.

Although accountability contributes to educational quality, it may also increase work pressure. Teachers often face heavy workloads, administrative responsibilities, examination duties, parental expectations, curriculum changes and technological demands. These factors frequently lead to occupational stress. It is a psychological and emotional condition that develops when an individual feels unable to cope effectively with professional or personal demands. Moderate stress may motivate teachers to perform better; however, prolonged stress negatively affects teaching effectiveness, job satisfaction, physical health and mental well-being. Secondary school teachers are particularly vulnerable to occupational stress because they teach adolescent students who require both academic guidance and emotional support. They also prepare students for public examinations while fulfilling various institutional and administrative responsibilities. Consequently, understanding teachers' work accountability and stress has become an important area of educational research. The National Education Policy (NEP) 2020 emphasizes quality teaching, professional development and teacher accountability. It also recognizes the importance of creating supportive working conditions that enable teachers to perform effectively. Therefore, examining work accountability and stress among secondary school teachers is highly relevant in the present educational scenario. The present study attempts to analyse work accountability and stress among secondary school teachers by comparing teachers belonging to different school types, gender and locality.



NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the backbone of every educational institution. Their professional commitment and psychological well-being directly influence the quality of classroom instruction and students' academic achievement. Increasing accountability requirements, technological integration, administrative responsibilities and educational reforms have significantly changed teachers' professional roles.

Understanding teachers' level of accountability and stress is essential for creating supportive school environments and improving educational quality. The findings of the present study may help school administrators identify factors influencing teachers' professional performance and develop strategies for reducing occupational stress.

The study is also important because it provides empirical evidence regarding work accountability and stress among secondary school teachers. The results may be useful for policymakers, teacher educators, school principals and researchers in planning professional development programmes and teacher welfare initiatives.

LITERATURE REVIEW

A large amount of research has been conducted on teacher work accountability and stress, in the field of education. These variables significantly influence teachers' professional effectiveness, commitment, job satisfaction, and overall well-being. In research and academic contexts, accountability is defined as the obligation of an individual or organization to account for its activities, accept responsibility for them, and disclose the results in a transparent manner. The etymology of the term is rooted in both linguistic history and ancient administrative practices: Paulson (1998) described self-concept as an individual's mental representation and evaluation of his or her abilities. In the educational context, teachers' professional self-perceptions influence their effectiveness, accountability, and adjustment in the workplace. Yahaya (2007) studied the stress levels of secondary school teachers and found that the overall stress level was moderate. The study further revealed that no significant relationship existed between stress and gender, whereas workload, age, and teaching experience significantly influenced stress levels. Students' disciplinary problems emerged as the most dominant source of teacher stress. Hodgetts (2010) emphasized that the modern education system places considerable importance on teacher accountability through teaching performance. According to the study,



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accountability is an essential aspect of teacher professionalism and contributes significantly to educational quality. Goel, Parineeta (2010) investigated stress among teacher trainees and found no significant differences in stress levels based on gender and locality. The study also highlighted the importance of mental health and emotional intelligence in managing occupational stress. UNICEF (2012) recommended the integration of information and communication technology (ICT) in education and emphasized that ICT strengthens teacher-student relationships. The report further stressed the importance of training teachers to effectively adopt technological innovations in their teaching practices. Borkar, Usha A. (2013) examined the relationship between stress and teaching effectiveness among secondary school teachers and found that teachers with higher stress levels demonstrated lower teaching effectiveness, whereas those with lower stress levels exhibited greater professional effectiveness. Manju, N.D. (2013) studied the relationship among work culture, job stress, and quality of work life among secondary school teachers. The findings revealed a positive relationship between work culture and quality of work life, while job stress significantly influenced teachers' professional performance and well-being. Romero (2015) highlighted the importance of innovation in teaching practices and found that teachers' confidence and effectiveness depend upon their readiness to adopt new approaches and cope with professional challenges. Kaur and Hassan (2018) conducted a comparative study of stress levels among primary and secondary school teachers and found significant differences based on teaching experience. Teachers with 11–15 years of experience reported higher stress levels than other groups. Rothland and Straub (2018) reported that practical teaching experiences enhanced teachers' professional confidence and adjustment, enabling them to manage workplace demands more effectively. Singh and Verma (2019) found that occupational stress and inadequate professional support negatively affected teachers' adjustment in educational institutions. Verma and Gupta (2019) concluded that professional development and training programs positively influenced teachers' confidence and adjustment abilities, enabling them to cope effectively with occupational challenges. Chawla and Joshi (2020) reported that teachers who effectively utilize professional skills and resources demonstrate higher levels of self-confidence and professional competence. The National Education Policy (NEP-2020) emphasized teacher accountability, professional development, and continuous improvement as essential components for enhancing educational quality. The policy highlighted the need for responsible teaching practices, ethical conduct, and commitment toward students' learning outcomes. Saxena and Manjrekar (2020) reviewed various stress factors affecting teachers and identified workload, administrative responsibilities, role conflict, and changing educational demands as major sources of



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occupational stress. Sharma (2020) emphasized the importance of professional training and institutional support systems in reducing stress and improving teachers' adjustment to changing educational environments. Sindhwani, Anuradha (2021) examined teachers' professional attitudes and found that positive attitudes contribute significantly to effective performance and workplace adjustment. Schaufeli et al. (2021) reported that teachers with higher professional competence and commitment tend to exhibit better adjustment and lower levels of occupational stress. Reang, Juran Joy and Mihalik, Ramakanta (2023) investigated professional competencies among secondary school teachers and found that demographic variables such as gender and locality did not significantly influence professional capabilities. The study suggested that professional competence contributes positively to accountability and effective adjustment in educational institutions. Recent research has further strengthened the understanding of accountability, stress, and adjustment among teachers. Larsen, Barton, Turner, and Garvis (2024) examined teacher well-being within accountability-driven educational environments and found that excessive accountability demands and administrative pressures negatively affected teachers' well-being and professional satisfaction. Zhou, Slemp, and Vella-Brodrick (2024) conducted a meta-analysis on teacher well-being and reported that supportive work environments, positive professional relationships, and effective coping strategies significantly improved teachers' adjustment and reduced occupational stress. Farhi and Rubinsten (2024) investigated stress, well-being, and burnout among teachers and found that emotional regulation skills play a crucial role in reducing stress and enhancing professional adjustment and effectiveness. Arnold and Rahimi (2025) explored teachers' working conditions, well-being, and retention and concluded that excessive workload and occupational stress increase teachers' intentions to leave the profession, whereas supportive school environments promote adjustment and professional commitment. A large-scale study conducted in China (2025) revealed that increased workload contributes to occupational stress, which directly affects teachers' work engagement and effectiveness. The study emphasized the importance of balanced workloads for maintaining accountability and professional adjustment. Sheokand (2025) studied occupational stress among Indian school teachers and found that increasing workload, administrative responsibilities, and policy-related demands negatively affect teachers' well-being and professional performance. Bisht and Uniyal (2025) investigated work-life balance among teachers in Uttarakhand and reported that a healthy balance between professional and personal responsibilities contributes positively to teachers' adjustment, job satisfaction, and effectiveness. Overall, the reviewed literature indicates that teacher work accountability and stress, are closely connected. Higher levels of accountability are generally



associated with greater professional commitment and effectiveness. Studies further suggest that supportive work environments, professional development opportunities, balanced workloads, and positive organizational cultures contribute significantly to reducing stress and enhancing teachers' accountability. However, limited research has examined these variables together among secondary school teachers, thereby highlighting the need for the present study.

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

1. To study the work accountability of government and private secondary school teachers.
2. To study the stress of government and private secondary school teachers.
3. To study the work accountability of male and female secondary school teachers.
4. To study the stress of male and female secondary school teachers.
5. To study the work accountability of rural and urban secondary school teachers.
6. To study the stress of rural and urban secondary school teachers.

HYPOTHESIS OF THE STUDY

H₀₁: There is no significant difference in work accountability between government and private secondary school teachers.

H₀₂: There is no significant difference in stress between government and private secondary school teachers.

H₀₃: There is no significant difference in work accountability between male and female secondary school teachers.

H₀₄: There is no significant difference in stress between male and female secondary school teachers.

H₀₅: There is no significant difference in work accountability between rural and urban secondary school teachers.

H₀₆: There is no significant difference in stress between rural and urban secondary school teachers.

Variables of the Study

Independent Variable

- Teacher work Accountability



Dependent Variables

- Stress

Research Methodology

Research Design

The present study employed a quantitative research method using a descriptive survey research design. A descriptive survey design was considered appropriate because it enables the researcher to collect information from a representative group of participants.

Population

The population of the study included all secondary school teachers working in government and private schools of Dehradun district of Uttarakhand.

Sample

The sample consisted of 320 secondary school teachers selected through random sampling. The sample included teachers from both government and private secondary schools. It also represented male and female teachers as well as rural and urban localities.

Tools Used

Data were collected using two standardized tools.

- 1) Teacher Work Accountability Scale- by Dr. Pratibha Sharma
- 2) Mangal Teacher Adjustment Inventory- Dr. S.K. Mangal

Statistical Techniques Used

The collected data were analysed using Mean, Standard Deviation and the Independent Samples t-test to examine differences among groups based on school type, gender and locality.

ANALYSIS AND INTERPRETATION OF DATA

H₀1: There is no significant difference in work accountability between government and private secondary school teachers.

Table 1

Category	Group	N	Mean	SD	t-value	p- value	Result
Work Accountability	Gov.	160	116.38	19.56	2.80	0.005	Rejected
	Private	160	122.73	21.03		(S)	

RESULT AND INTERPRETATION

Table 1 presents the comparison of work accountability between government and private secondary school teachers. The mean Work Accountability score of private secondary school teachers ($M = 122.73$, $SD = 21.03$) is significantly higher than that of government secondary school teachers ($M = 116.38$, $SD = 19.56$). The obtained t -value = 2.80 with $p = 0.005$, which is less than 0.01, indicating a statistically significant difference between the two groups. Therefore, the null hypothesis stating that there is no significant difference in work accountability between government and private secondary school teachers is rejected.

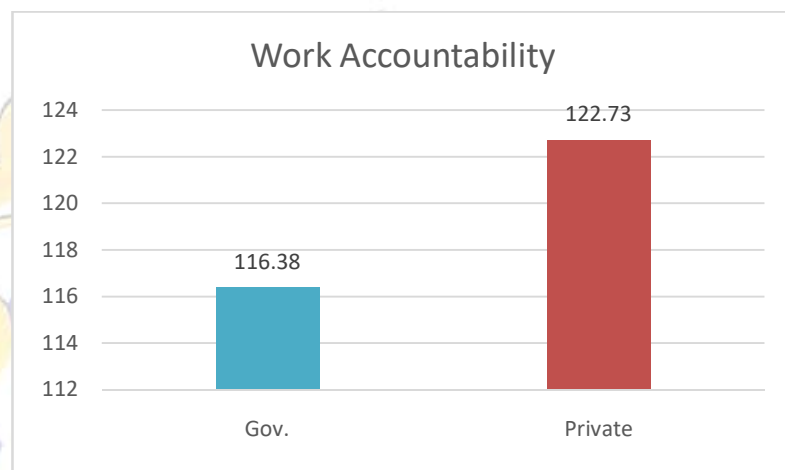


Figure1: showing the Type of School wise difference of work Accountability Scores.

H₀₂: There is no significant difference in stress between government and private secondary school teachers.

Table 2

Category	Group	N	Mean	SD	t-value	p- value	Result
Stress	Gov.	160	92.21	21.52	1.34	0.18	Accepted
	Private	160	95.53	22.66		(NS)	

RESULT AND INTERPRETATION

Table 2 presents the comparison of Stress scores between government and private secondary school teachers. The mean stress score of private secondary school teachers ($M = 95.53$, $SD = 22.66$) is slightly higher than that of government secondary school teachers ($M = 92.21$,

SD = 21.52). However, the obtained t-value = -1.34 ($|t| = 1.34$) with $p = 0.18$, which is greater than the 0.05 level of significance. Therefore, the difference in stress levels between government and private secondary school teachers is not statistically significant. Hence, the null hypothesis stating that there is no significant difference in stress between government and private secondary school teachers is accepted.

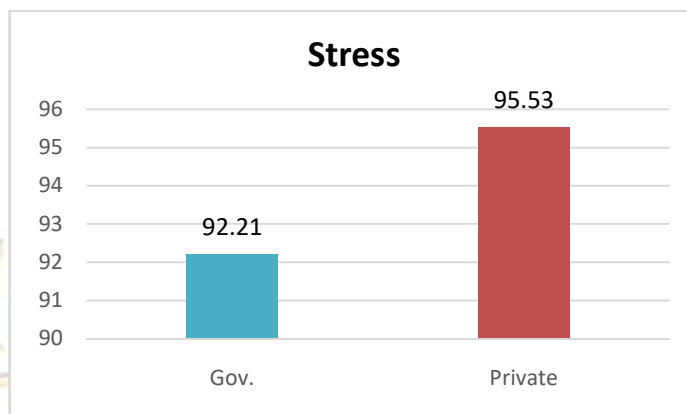


Figure2:showing the Type of School wise difference of Stress Scores.

H₀₃: There is no significant difference in work accountability between male and female secondary school teachers.

Table 3

Category	Group	N	Mean	SD	t-value	p- value	Result
Work Accountability	Male	159	116.41	19.53	2.80	0.005	Rejected
	Female	161	122.77	20.99		(S)	

RESULT AND INTERPRETATION

Table 3 presents the comparison of total work accountability between male and female secondary school teachers. The mean score of female teachers ($M = 122.77$, $SD = 20.99$) is higher than that of male teachers ($M = 116.41$, $SD = 19.53$). The calculated t-value is 2.80 with a p-value of .005. Since the p-value (.005) is less than the level of significance (0.01), the difference between male and female teachers is statistically highly significant. Therefore, the null hypothesis stating that there is no significant difference in total work accountability with respect to gender is rejected.

This indicates that female teachers demonstrate significantly higher overall work accountability as compared to male teachers.

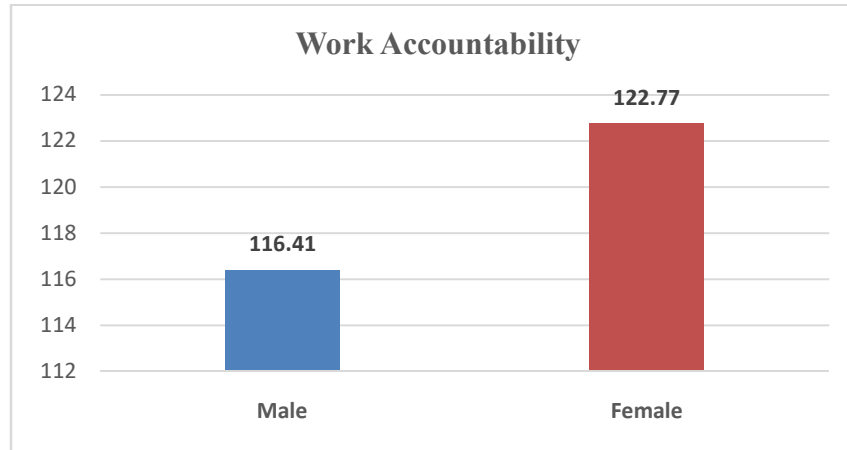


Figure3:showing the Gender-wise difference of work Accountability Scores.

H₀4: There is no significant difference in stress between male and female secondary school teachers.

Table 4

Category	Group	N	Mean	SD	t-value	p- value	Result
Stress	Male	159	98.45	27.64	1.34	0.18 (NS)	Accepted
	Female	161	94.76	21.03			

RESULT AND INTERPRETATION

Table 4 represents the comparison between male and female secondary school teachers on overall stress. The mean score of male teachers ($M = 98.45$, $SD = 27.64$) is slightly higher than that of female teachers ($M = 94.76$, $SD = 21.03$). This indicates that male teachers experience marginally higher overall stress compared to female teachers. However, the calculated t-value ($t = 1.34$) and the corresponding p-value ($p = 0.18$) are greater than the 0.05 level of significance, indicating that the difference between male and female teachers is not statistically significant. Therefore, the null hypothesis stating that “There is no significant difference in overall stress between male and female secondary school teachers” is accepted.

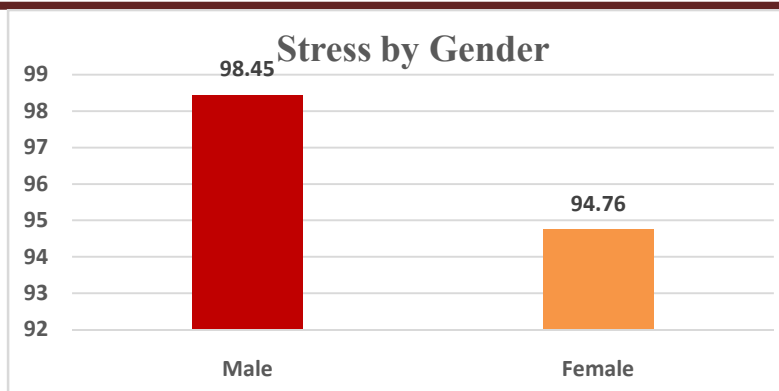


Figure 4:showing Gender-wise difference of Stress scores.

H₀5: There is no significant difference in work accountability between rural and urban secondary school teachers.

Table 5

Category	Group	N	Mean	SD	t-value	p- value	Result
Work Accountability	Rural	128	118.66	19.21	0.66	0.51	Accepted
	Urban	192	120.21	21.32		(NS)	

RESULT AND INTERPRETATION

The table presents the comparison of total work accountability between rural and urban secondary school teachers. The mean score of urban teachers ($M = 120.21$, $SD = 21.32$) is slightly higher than that of rural teachers ($M = 118.66$, $SD = 19.21$). The calculated t-value is 0.66 with a p-value of 0.51. Since the p-value (0.51) is greater than the level of significance (0.05), the difference between rural and urban teachers is not statistically significant (NS). Therefore, the null hypothesis stating that there is no significant difference in total work accountability with respect to locality is accepted. This indicates that both rural and urban teachers demonstrate almost similar levels of overall work accountability.

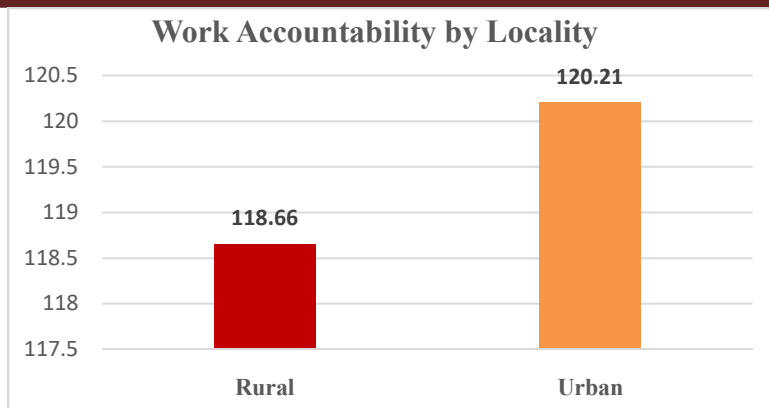


Figure 5: showing the locality-wise difference of Work Accountability.

H₀₆: There is no significant difference in stress between rural and urban secondary school teachers.

Table 6

Category	Group	N	Mean	SD	t-value	p- value	Result
Stress	Rural	128	94.03	21.10	1.53	0.12 (NS)	Accepted
	Urban	192	98.32	26.57			

RESULT AND INTERPRETATION

Table 6 presents the comparison between rural and urban secondary school teachers on overall stress. The mean score of rural teachers ($M = 94.03$, $SD = 21.10$) is slightly lower than that of urban teachers ($M = 98.32$, $SD = 26.57$). This indicates that urban teachers experience marginally higher overall stress compared to rural teachers. However, the calculated t-value ($t = 1.53$) and the corresponding p-value ($p = 0.12$) are greater than the 0.05 level of significance, indicating that the difference between rural and urban teachers is not statistically significant. Therefore, the null hypothesis H_{03(b)} stating that “There is no significant difference in stress between rural and urban secondary school teachers” is accepted.

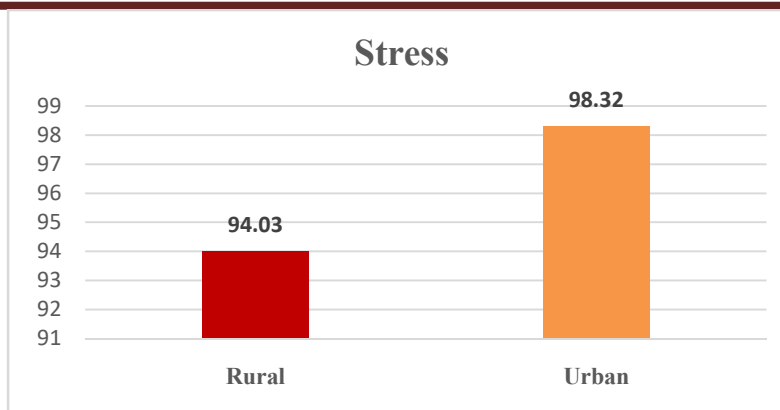


Figure 6: showing locality-wise difference of Stress scores.

FINDINGS OF THE STUDY

- 1) Private school teachers showed significantly higher levels of work accountability compared to government school teachers.
- 2) There was no significant difference in stress levels between government and private school teachers, though private school teachers scored slightly higher on average.
- 3) Female teachers demonstrated a significantly higher level of overall work accountability compared to male teachers.
- 4) Male teachers reported slightly higher stress levels than female teachers, but the difference was not statistically significant.
- 5) Teachers in urban and rural areas showed almost identical levels of work accountability, with no statistically significant difference.
- 6) Urban teachers experienced slightly higher stress levels than rural teachers, but the difference was not statistically significant.

CONCLUSION

This study evaluated the work accountability and occupational stress levels among 320 secondary school teachers in the Dehradun district of Uttarakhand. The findings reveal that demographic factors like school type and gender impact work accountability, with female teachers and private school teachers exhibiting significantly higher accountability towards their professional duties. However, location (rural vs. urban) does not play a major role in determining a teacher's work accountability. Regarding occupational stress, teachers experience similar levels of stress across all demographics. Regardless of whether a teacher works in a government or private school, is



male or female, or teaches in a rural or urban environment, their stress levels remain generally consistent.

Overall, the paper highlights that secondary school teachers face considerable professional responsibilities such as documentation, continuous assessments, and administrative duties that contribute to workplace pressure. To maintain high work performance and safeguard teacher well-being, school management and educational policymakers should focus on creating balanced workloads, offering stress management programs, and providing supportive school environments.

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