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# A Study on the Role of Stress and Mental Health Issues in Hybrid Working Conditions in the Education Sector

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**ABSTRACT:** The education sector has experienced significant changes with the adoption of hybrid working conditions, combining both online and offline teaching methods. While hybrid teaching ensures flexibility and continuity in education, it has also increased stress levels and mental health issues among educators. This study aims to examine the role of stress and its impact on mental health among teachers working in hybrid environments. The research focuses on factors such as workload, technological challenges, work–life imbalance, deadlines, and reduced social interaction. A descriptive research design was adopted, and primary data were collected using a structured questionnaire from 102 respondents working in schools and colleges. Analytical tools such as Simple Percentage Analysis, Ranking Method, and Chi-square Test were used. The findings reveal that online class management, frequent schedule changes, and deadline pressure significantly contribute to stress and mental strain. The study concludes that institutional support, schedule flexibility, and technological assistance are essential to improve mental well-being in hybrid teaching conditions.

**KEYWORDS:** Stress, Mental health, Hybrid Working, Education Sector, Work–Life Balance, Technostress

## I. INTRODUCTION

The education sector plays a crucial role in shaping individuals and society. Teachers are responsible not only for delivering academic knowledge but also for guiding students emotionally and socially. In recent years, especially after the COVID-19 pandemic, hybrid working conditions have become common in educational institutions. Hybrid working combines online and offline teaching. While this system offers flexibility, it increases workload and psychological pressure. Teachers must prepare digital content, conduct online classes, manage offline sessions, complete documentation, and meet institutional expectations.

Continuous screen exposure, technical problems, frequent deadlines, and lack of direct interaction create stress. Over time, prolonged stress leads to mental health issues such as anxiety, burnout, sleep disturbances, emotional exhaustion, and reduced job satisfaction. Therefore, it is important to study how hybrid working conditions influence stress and mental well-being among educators.

## II. STATEMENT OF THE PROBLEM

Hybrid working conditions in the education sector have increased responsibilities and blurred work–life boundaries. Teachers face technological challenges, online class management pressure, and constant performance evaluation.

If stress is not properly managed, it may lead to serious mental health issues, reduced productivity, absenteeism, and poor teaching effectiveness. There is a need to identify key stress factors and understand their impact on educators' mental well-being.



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### III. OBJECTIVES OF THE STUDY

- To examine how work life balance is affected by hybrid working in the education sector.
- To assess the role of technology challenges (internet issues, digital tools, technical skills) in increasing mental stress.

### IV. SCOPE OF THE STUDY

The study focuses on teachers working in hybrid mode in selected schools and colleges. It examines stress factors such as workload, deadlines, technology use, and schedule flexibility. The study is limited to educators and does not include students or administrative staff.

### V. LIMITATIONS OF THE STUDY

- The study is based on responses given by educators, which may vary according to personal experiences.
- Time constraints limited detailed interaction with the respondents.

### VI. ANALYTICAL TOOLS AND TECHNIQUES

#### 1. Simple Percentage Analysis

Simple percentage analysis is used to present the responses in percentage form. This method helps in understanding the distribution of responses related to stress levels, mental health problems, workload, and work–life balance. It makes comparison of data easy and clear.

**Formula:** Percentage = (Number of Responses / Total Number of Respondents) × 100

#### 2. Ranking Method

The ranking method is used to rank various stress factors faced by educators working in hybrid mode. Factors such as workload, screen time, technological issues, work–life imbalance, and lack of interaction are ranked based on respondents' preferences. This method helps in identifying the most important stress-causing factors.

#### 3. Chi-Square Test

The Chi-square test is used to study the relationship between different variables. In this study, it is used to find whether there is a significant relationship between hybrid working conditions and stress or mental health issues among educators.

**Formula:**  $\chi^2 = \sum (O - E)^2 / E$

### VII. ANALYSIS AND INTERPRETATION SIMPLE PERCENTAGE ANALYSIS

Table no: 7.1  
Age Group of Respondents

S.NO	Age group	No of Respondents	Percentage
1	Below 25 years	35	34.3
2	26 – 35 years	14	13.7
3	36 – 45 years	35	34.3
4	Above 45 years	16	15.6
	Total	102	100.0

Source: Primary data

#### INTERPRETATION

The above table shows the age distribution of 102 respondents. It is observed that 34.3% of the respondents belong to the age group below 25 years and another 34.3% belong to the 36–45 years category, indicating that these two groups form the majority of the sample. Further, 15.6% of the respondents are above 45 years, while only 13.7% fall under the



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26–35 years age group, which is the least represented category. Overall, the data reveals that the study includes more participants from the younger and middle-aged groups compared to the 26–35 years category.

### INFERENCE

Majority (34.3%) of the respondents belong to the age group below 25 years and 36–45 years.

### Chi-square tests Analysis

**Table 7.2**  
Comparison between gender and when most stressed

#### Null Hypothesis (H<sub>0</sub>):

There is no significant relationship between Gender and When Most Stressed.

#### Alternative Hypothesis (H<sub>1</sub>):

There is a significant relationship between Gender and When Most Stressed.

#### Gender \* when most stressed Cross tabulation

Gender	When most stressed				Total
	During online classes	During offline classes	While preparing lessons	During evaluation and grading	
Male	56	10	6	3	75
Female	20	1	2	4	27
Total	76	11	8	7	102

#### Chi-square tests

	Value	Df	Asymptotic significance (2- sided)
Pearson Chi-square	5.100	3	0.165
Likelihood ratio	5.033	3	0.169
Linear-by-linear association	1.125	1	0.289
N of valid cases	102		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.85

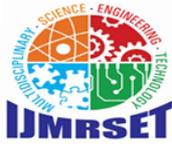
#### Source: Primary data

### INFERENCE

From the above chi-square analysis, it is inferred that there is no significant association between gender and the time when respondents feel most stressed in hybrid teaching. Since the p-value (0.165) is greater than the 0.05 level of significance, the null hypothesis is accepted. This indicates that stress timing—whether during online classes, offline classes, lesson preparation, or evaluation and grading—does not significantly differ between male and female respondents. Although male respondents reported comparatively higher stress during online classes, the difference is not statistically significant. Therefore, it can be concluded that both genders experience stress in similar situations within the hybrid teaching environment, and gender does not play a major role in determining when stress is most experienced.

### FINDINGS

- Hybrid teaching is the mostly commonly adopted mode of teaching..
- Online class management is the most stressful task.
- Frequent schedule changes disturb work–life balance.
- Moderate stress due to deadlines is common.



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- Talking to colleagues is the most preferred stress coping method.
- Schedule flexibility significantly influences mental well-being.

### SUGGESTIONS

- Institutions should provide high-speed and stable internet facilities for teachers. Reliable connectivity reduces technical interruptions during online classes. This helps in minimizing technology-related stress.
- Regular workshops should be organized on digital tools and platforms. Training increases confidence in handling online classes effectively. This reduces anxiety related to technology usage.
- Management should distribute work equally among staff members. Excessive workload on a few teachers must be avoided. Balanced workload reduces stress and burnout.
- Academic schedules should be planned in advance. Sudden timetable changes create confusion and pressure. Proper planning ensures better work-life balance.

### VIII. CONCLUSION

The study concludes that hybrid working conditions significantly influence stress and mental health among educators in the education sector. While hybrid teaching ensures continuity and flexibility, it increases workload, technological pressure, and deadline stress. Online class management and frequent schedule changes are the major stress contributors. Work-life imbalance and continuous digital engagement further worsen mental well-being. Institutional support, structured policies, schedule flexibility, and mental health awareness programs are essential to reduce stress and promote psychological well-being among educators. Addressing stress effectively will improve teaching performance, job satisfaction, and overall quality of education.

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