

Exploring the Relationship Between Administrative Oversight and Teacher Stress in Managing Chronic Disruptive Students

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ABSTRACT

Chronic classroom disruptions have become a pressing concern in many public schools, often leading to increased stress and decreased well-being among teachers. The impact of administrative monitoring on teachers' well-being when dealing with disruptive student conduct is examined in this paper. Using data from 332 randomly chosen public secondary school teachers in Tehsil Rawalpindi, the study uses a self-structured questionnaire and a quantitative methodology. SPSS Cronbach's Alpha was used to validate and test the instrument's reliability. The association between teachers' emotional and professional resilience and their perceived amount of administrative support was investigated using descriptive statistics and chi-square analysis. According to research, instructors who deal with ongoing disruption in their classes report higher levels of stress and burnout when there is minimal administrative monitoring. The article concludes with recommendations for school administration to adopt proactive support systems that prioritize teacher well-being and improve overall classroom environments.

Keywords: Chronic disruptive student ; Administrative oversight ; Teacher stress.

INTRODUCTION

The World Health Organization defines stress as a condition of anxiety or tension brought on by challenging circumstances. Stress is a normal human reaction to difficulties and dangers, and although everyone experiences it, how people handle it has a big impact on their general wellbeing. According to Iltensky, Neff, and Bessell (2016), teacher stress is often defined in the educational context as a mix of psychological and physical strain, such as anxiety, frustration, or depression, that results from the demands of the job, especially when risk factors and available support systems are out of balance. Chronic disruptive student behavior is one of the main causes of this stress since it disrupts instruction and learning and, if left unchecked, can worsen or spread throughout the classroom. When it comes to education, the classroom is a microcosm where society's aspirations for the following generation are fostered. The central figure in this setting are teachers, who facilitate social and personal development in addition to imparting knowledge. Even if teaching has many benefits, teachers also face many difficulties, the most common of which is the existence of persistently disruptive student behavior. This type of behavior, which is characterized by frequent disruptions that impair learning and the flow of instruction, damages academic performance as well as teacher morale, emotional well-being, and job satisfaction. The administrative response to this problem has frequently been insufficient or uneven, despite its frequency

and negative consequences. Teachers in classrooms deal with a variety of duties , difficulties , and demands. Dealing with students that consistently misbehave is one of the most challenging tasks . These students disrupt the classroom environment with chronic patterns of dislike , disobedience , and interruption . They are not merely disruptive . Chronic disruptive behavior is the term used to describe this type of behavior .

Managing these students immediately raises teacher stress levels in addition to having an impact on the classroom environment as a whole The phrase " chronic disruptive student behavior " entails a broad range of actions , from persistently disrespectful speech and behavior to physical assault and disrespect for superiors . Such conduct jeopardizes the learning environment for each student, breaks up the teaching process, and weakens the unity of the classroom. Teachers face the challenging duty of upholding discipline while creating a friendly and supportive learning environment, placing them at the forefront of this complex setting. However, the difficulty of dealing with disruptive behavior goes well beyond simple classroom dynamics; it is ingrained in the teaching profession and has a significant effect on instructors' job satisfaction and well-being.

A study by Leithwood and Jantzi (2005) found that schools with transformational leaders—those who inspire and include employees in decision-making—had lower teacher burnout and better student behavior records. This illustrates how leadership style has a significant impact on school climate and teacher well-being.

This quantitative study aims to comprehensively investigate the complex dynamics of administrative reactions to chronically disruptive student behavior and their effects on the wellbeing of teachers. Through quantitative insights, it also aims to provide a thorough understanding of the problem and open the door for significant reforms that prioritize the welfare of teachers and improve the efficacy of classroom management techniques.

Through the collection of data by teachers, this study aims to shed light on the nature of the problem and its far-reaching implications by investigating the root causes of administrative oversight on teacher stress

RESEARCH QUESTIONS

The research questions of the study are;

1. How does administrative oversight affect the level of stress experienced by teachers managing chronically disruptive students?
2. To what extent does administrative indifference contribute to teacher burnout and emotional exhaustion?

RESEARCH HYPOTHESES

H1: Teachers who perceive higher levels of administrative oversight report significantly higher levels of stress when managing chronic disruptive student behavior.

H2: Teachers in schools with consistent behavioral policies enforced by administrators experience lower levels of stress compared to those in schools with inconsistent or absent administrative intervention

LITERATURE REVIEW

In addition to teaching academic material, teachers in today's classrooms also have to handle students' increasingly complex actions. The term "chronic disruptive behavior" describes persistent student misbehavior patterns that frequently interfere with instruction. Verbal outbursts, noncompliance, bullying, physical violence, and unwillingness to participate in class activities are some examples of these behaviors. These patterns, as opposed to single events, indicate a persistent problem that depletes teacher resources and disturbs classroom peace.

Chronic disruptive behavior repeated acts of disobedience, aggressiveness, and non-compliance that interfere with instruction and learning is one of the most difficult of these. Teachers are severely burdened by these practices, particularly in situations when administrative assistance is weak.

According to research, these interruptions are now frequent rather than sporadic, impacting teachers' emotional well-being as well as the classroom atmosphere. Although mild and large disruptive behaviors are distinguished by Simonsen et al. (2008), both can become detrimental if they are repeated. Without the right assistance, teachers who exhibit these traits frequently experience stress, anxiety, emotional weariness, and occasionally even plans to quit their jobs.

Administrative involvement plays a critical role in how effectively teachers manage such challenges. Teacher morale rises when administrators maintain open lines of communication, offer behavioral management resources, and apply sanctions consistently. On the other hand, teachers who experience administrative oversight or indifference—whether through inactivity or the dismissal of their concerns—feel alone and helpless.

According to Bakker and Demerouti's (2007) Job Demands-Resources Model, stress rises when low resources—such as inadequate administrative support—are combined with high demands, like handling misbehavior. Similarly, emotional tiredness and a sense of inefficacy—conditions frequently described by instructors without support—are linked to burnout by Maslach & Jackson (1981). According to studies like Ingersoll (2001) and Leithwood et al. (2008), schools with proactive leadership had better job satisfaction and teacher retention rates.

Objective of the study

1. To find out the association between administrative oversight and teacher stress in managing Chronic disruptive students' behavior
2. Explore the impact of administrative indifference on teacher health, emotional exhaustion, and professional satisfaction.

Research design

This research employs a quantitative, descriptive survey design to assess association between teacher stress and administrative oversight. The data were collected through a self-developed questionnaire from public school.

Population

The target population of this study included teachers in public schools tehsil Rawalpindi. The estimated population was approximately 956.

Sample and Sampling Technique

The researcher chose a sample size of 332 teachers, in tehsil Rawalpindi . The researcher employed simple random sampling techniques. Simple random sampling is especially valuable in educational settings.

Research Instruments

A self-constructed, structured five likert scale questionnaire is used as research instrument. The questionnaire comprises three main sections.

Reliability of Questionnaires

To assess the reliability of the scale, the researcher conducted a pilot study and calculated reliability using Cronbach's Alpha in SPSS version 23.

Total No of Items	Cronbach Alpha Reliability
45	0.987

Table 3.1 Reliability Statistics

RESULTS AND DISCUSSIONS

Administrative Factor	Outcome Variable	χ^2 Value	df	p-value	Result
Communication	Teacher Stress	3.156	4	>0.05	Not Significant
Communication	Emotional Impact	4.413	4	>0.05	Not Significant
Responsiveness	Emotional Impact	15.883	4	<0.05	Significant
Responsiveness	Job Satisfaction	15.883	4	<0.05	Significant
Monitoring & Evaluation	Job Satisfaction	10.153	4	<0.05	Significant

DISCUSSION

This study set out to explore the relationship between various administrative factors—such as communication, support, evaluation, engagement, recognition, and responsiveness—and key teacher outcomes, namely stress, emotional impact, and job satisfaction, particularly in the context of managing chronic disruptive student behavior. The study looked for any statistically significant relationships between these factors using Chi-Square analysis. Meaningful trends, intriguing patterns, and, in certain cases, statistically significant findings are all mixed together in the data.

Administrative Communication and Teacher Outcomes

According to the results, administrative communication with teachers did not appear to have a statistically significant impact on teacher stress, emotional impact, or work satisfaction. The percentage breakdowns show that teachers who reported high levels of communication with management tended to be more satisfied with their jobs and feel less stressed. It was challenging to draw a firm conclusion because the Chi-Square values (e.g., $\chi^2 = 3.156$ for stress and $\chi^2 = 4.413$ for emotional impact) were below the tabulated criterion of significance ($\chi^2_{\text{tab.}} = 9.488$ at $df = 4$).

This implies that although communication is crucial, its impact might be more nuanced or impacted by additional mediating elements that were not examined in this study.

Administrative Support: Subtle Patterns, No Statistical Significance

A similar pattern emerged in the analysis of administrative support. None of the Chi-Square tests were significant, despite the fact that the percentages suggested a possible association between less stress or emotional burden on teachers and increased administrative support. For instance, the correlation between stress and administrative support had a χ^2 value of 6.153, which was below the significance level, and the correlation between support and emotional effect had a χ^2 value of 5.807, which was also not statistically significant.

These results suggest that perceived support may not be strong enough or continuous enough to have a quantifiable impact on stress. The fact that different teachers have varying definitions of "support" may also be shown. Despite the paucity of statistical evidence, the descriptive statistics' steady patterns highlight the possible advantages of improved administrative support methods.

Monitoring and Evaluation: A Mixed Bag

The Chi-Square results for monitoring and evaluation practices showed a clearer picture. While there was no statistically significant association between monitoring practices and teacher stress or emotional impact, a significant relationship did emerge with job satisfaction ($\chi^2 = 10.153$, $df = 4$, $p < 0.05$).

This finding suggests that the way teachers are monitored and evaluated has a meaningful impact on their job satisfaction. Teachers who perceive evaluation as fair, constructive, and helpful may feel more valued and satisfied in their roles. Conversely, when evaluations are inconsistent or overly critical, they may feel disheartened. This highlights the importance of refining performance assessment systems in ways that support teacher development rather than merely auditing performance.

Administrative Engagement and Its Limited Role

Another area explored was the extent to which administrative engagement impacts teacher experiences. There was no statistically significant relationship between stress, emotional impact, and job satisfaction, according to any of the Chi-Square values. The correlation between engagement and stress, for instance, produced a χ^2 of 6.686, while the correlation between engagement and emotional effect produced $\chi^2 = 3.288$, both of which were below the critical threshold.

The inconsistencies across categories indicate that engagement alone may not be a strong predictor unless combined with particular forms of support or recognition, even though descriptive statistics once more suggested some relationships (for example, moderate engagement matching moderate stress or satisfaction levels).

Valued but Not Statistically Proven Recognition

The literature has frequently linked increased morale and decreased stress to school leadership recognizing teachers. The results of this study, however, did not reveal any statistically significant relationships between job satisfaction, emotional effect, or teacher stress and recognition. For instance, recognition and stress had a Chi-Square value of 2.876, which was once more below the 9.488 cutoff.

Although these findings were unexpected considering the presumed significance of recognition, it's probable that recognition on its own, without systemic reform or follow-up assistance, does not have enough of an impact to materially affect results. If there are no practical resources available, teachers may feel overwhelmed even though they enjoy the acknowledgment.

Professional Responsiveness: A Key Driver of Teacher Mental health

Professional responsiveness was the only administrative element among all the variables that demonstrated a statistically significant connection with both job satisfaction ($\chi^2 = 15.883$) and emotional impact ($\chi^2 = 15.883$). These findings are particularly significant since they show a strong correlation and exceed the crucial value (χ^2 tab. = 9.488, df = 4).

This suggests that teachers' emotional health and job satisfaction are positively impacted when administrators address their concerns in a timely, professional, and sympathetic manner. It creates a feeling of purpose and belonging and validates the emotional work instructors do. This research supports the notion that being truly sensitive to the professional and emotional needs of educators is more important than simply responding fast.

Overall Interpretation and Implications

Even though the majority of the Chi-Square tests in this study did not produce results that were statistically significant, they however provide insightful information. Numerous tables' descriptive percentages suggest recurrent trends: reduced teacher stress and higher work satisfaction are frequently correlated with greater administrative involvement, improved communication, and more assistance.

Nevertheless, in the absence of statistical support, these trends imply that administrative actions might not be sufficient to explain teacher stress or contentment, particularly when addressing persistently disruptive student conduct. Other elements like peer support, policy enforcement, class size, and individual resilience might also be very important.

However, the noteworthy results in evaluation and responsiveness highlight areas where school leadership might concentrate their efforts. Enhancing equitable evaluation procedures and putting in place responsive administrative procedures could result in quantifiable gains in teacher morale.

CONCLUSION

This study contributes to the understanding of how various dimensions of school leadership influence teacher wellbeing. While much of the data revealed non-significant statistical relationships, the patterns seen in the descriptive data suggest that administrative oversight and indifference cannot be ignored. Crucially, professional responsiveness, monitoring practices emerged as key areas where administrative action can lead to tangible improvements. Future research may benefit from a mixed-methods approach to

capture the deeper, quantitative aspects of teacher-administrator dynamics that numbers alone cannot fully explain.

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