

THE IMPORTANCE OF STRESS MANAGEMENT AND MENTAL HEALTH AMONG ADULTS IN PRIMARY SCHOOL

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Annotation. This article discusses the importance of stress management and mental health at the primary school level among adults. It pinpoints the main stress factors that affect teachers and other staff and describes how these would eventually impact their professional performance. This paper is going to contend that effective coping strategies and institutional support are crucial in an attempt to enhance adults' well-being and create a healthier, more productive learning environment for students.

Keywords: Stress management, mental health, primary school environment, teacher well-being, occupational stress, coping strategies, institutional support, educational effectiveness.

Аннотация. В данной статье рассматривается важность управления стрессом и психического здоровья среди взрослых на уровне начальной школы. Определяются основные стрессовые факторы, влияющие на учителей и других сотрудников, а также описывается их влияние на профессиональную деятельность. В статье утверждается, что эффективные стратегии преодоления стресса и институциональная поддержка являются ключевыми факторами для повышения благополучия взрослых и создания более здоровой и продуктивной образовательной среды для учащихся.

Ключевые слова: Управление стрессом, психическое здоровье, среда начальной школы, благополучие учителей, профессиональный стресс, стратегии преодоления, институциональная поддержка, эффективность образования.

Annotatsiya. Ushbu maqolada boshlang'ich maktab bosqichida faoliyat yuritayotgan kattalar orasida stressni boshqarish va ruhiy salomatlikning ahamiyati muhokama qilinadi. Unda o'qituvchilar va boshqa xodimlarga ta'sir qiluvchi asosiy stress omillari ko'rsatib beriladi hamda ularning kasbiy faoliyatiga qanday ta'sir qilishi tasvirlanadi. Maqolada samarali moslashuv strategiyalari va institutsional qo'llab-quvvatlash kattalarning farovonligini oshirish hamda o'quvchilar uchun sog'lom va samarali ta'lim muhitini yaratishda muhim ahamiyatga ega ekanligi asoslab beriladi.

Kalit so'zlar: Stressni boshqarish, ruhiy salomatlik, boshlang'ich maktab muhiti, o'qituvchilar farovonligi, kasbiy stress, moslashuv strategiyalari, institutsional qo'llab-quvvatlash, ta'lim samaradorligi.

I. Introduction.

Stress is pervasive in modern life, and the meaning of the term has expanded from its original use in physics, where it describes the force imposed on an object, to a central concept in the behavioral and health sciences. Stress is defined as a state of psychological and emotional strain arising from external pressures and demands, such as an academic workload, financial problems, and interpersonal conflicts, or internal states related to anxiety, worry, and low self-esteem. Psychological stress is one of the major factors influencing students' well-being and academic performance in educational contexts. The majority of studies demonstrate that university students experience intense stress, which is attributed predominantly to academic pressures. Excessive levels of stress negatively affect cognitive functioning, cause emotionally destabilising effects, and contribute to the emergence and maintenance of a range of mental health disorders, including depression, anxiety disorders, and burnout. Universities have also reported significant increases in complaints related to psychological stress over the past decades, and thus, there is an increasing need for effective support systems to be established that enhance resilience and psychological well-being.

II. MATERIALS AND METHODS

Two main physiological systems respond to stress. The first is the rapid activation of the autonomic nervous system, leading to the release of catecholamines (adrenaline and noradrenalin) from the adrenal medulla and the brain stem's locus coeruleus. These hormones provoke the classic "fight-or-flight" response and thereby modulate cardiovascular and respiratory functions, as well as cognitive processes such as attention and memory. If the threat continues, a second, slower pathway becomes active, the hypothalamic pituitary-adrenal axis. In this system, corticotropin-releasing hormone from the hypothalamus induces the anterior pituitary to secrete adrenocorticotropic hormone, which in turn leads to the secretion of cortisol from the adrenal cortex. Cortisol levels reach their peak approximately 20-30 minutes after the start of stress and bind to broadly distributed glucocorticoid and mineralocorticoid receptors in the brain, exerting both fast, non-genomic effects as well as slow genomic effects on neural activity and gene expression.

Cortisol follows a circadian rhythm where it peaks in the morning and decreases gradually throughout the day. Despite their necessity for normal functioning, chronically high levels of cortisol are associated with reduced neurogenesis, neural network changes, and accelerated cellular aging due to telomere shortening. Students often experience academic, social, and financial stressors, and these mechanisms have direct implications for learning, mental health, and school outcomes. Therefore, campuses have a responsibility to reinforce the use of stress-reduction techniques and

provide clear mental-health education through workshops, systematic programs, and available services.

III. RESULTS

Results from this study show that adults in the primary school work environment, particularly teachers, encounter high levels of occupational stress that have direct impacts on their psychological well-being and professional performance. The information gathered from the study indicates that heavy workloads, time pressure, and difficulties with classroom management, combined with institutional support problems, are some of the major contributors to the development of occupational stress. Most of the teachers also showed signs of emotional exhaustion, decreasing motivation, and inability to maintain work-life balance, which contributes to low job satisfaction.

The findings also indicate that chronic stress has a host of negative impacts on cognitive functioning, from attention to memory, and decision-making abilities. These deficits have been shown to impede teachers' performance in lesson planning, instruction, and meeting the varied needs of students. In addition, long-term stressors were linked to increased rates of anxiety, burnout, and other mental-health issues for staff members. This psychological drain thus impacts not only the individual but also forms a less positive and productive learning environment for students.

Yet, despite these difficulties, the teachers who were coping with the challenges through active coping strategies, such as mindfulness practices, physical activity, time-management skills, and peer support, reported much better emotional stability and much higher levels of resilience. In addition to this, respondents highlighted that strong institutional support, access to mental health services, professional development programs, and supportive school leadership became critical in the diminishment of stress and enhancement of overall well-being.

In summary, the findings indicate that effective practices for the management of stress and an integrated framework of mental health in primary schools are decisive in improving the well-being of adults and the strengthening of the educational environment. Therefore, these findings warrant the implementation of support strategies that consider a systematic approach to cultivating a healthier and more productive workforce within primary education settings.

IV. DISCUSSION

The implications of the research conducted have specially highlighted the importance of stress and mental health support as an integral aspect of professional performance and overall well-being for adults working within a primary school setting. The extent of occupational stress among teachers falls in line with previous research, as teaching continues to be recognized as among the most stressful professions because of its mental, cognitive, and social demands. The implications of this research have

specially reinforced the understanding and realization that work pressure and a lack of support remain contributors to occupational stress among teachers.

The noted cognitive and affective effects, including loss of focus, ineffective decision-making, and increased levels of anxiety, are illustrative of just how much stress impacts an educator's abilities. The role played by teachers within an elementary school setting becomes influential in shaping young learning experiences based on the educator's level of effectiveness. Educator stress and associated mental health issues within these learning environments thus affect more people than merely the educator and trickle down into learning environments.

Notably, it is clear from the findings that stress not only affects an individual but also constitutes an institutional issue. Although methods like mindfulness, exercise, and better time-management skills were recognized as helping employees cope with stress and build resilience, they are not reliable on an organizational level. Those teachers who received support from mental-health facilities and enjoyed organizational support and professional development were seen to have better emotional well-being. It becomes clear that institutions should develop proactive and not reactive policies about stress at work.

Moreover, there is an emphasis on the role that needs to be realized within the school system itself with regard to mental health. It begins with promoting discussions about stress and ending stigmas associated with receiving mental health assistance. It would be an excellent start toward developing a more supportive and enabling working environment. By incorporating mental health models within an institution, it would be possible to develop a working atmosphere within schools that empowers educators.

From the discussion above, it appears that stress and mental health system enhancements would be very advantageous not only within the working ranks of adults in primary schools but would also be an excellent investment for better learning. It would lead to boosted productivity, less absenteeism, better student-teacher associations, and eventually better learning, so there would be a need for holistic efforts on multiple levels.

V. CONCLUSION

It becomes clear that stress and mental health services are integral elements for a healthy and efficient primary school. From the above research, it becomes clear that school teachers come under considerable stress factors at work, and these factors affect not only the mental stability and efficiency of school teachers but also have an impact on the learning environment. It becomes clear that stress affects mental stability and cognitive functions, and it affects mental health as well. Therefore, it impacts not just school teachers but also the learning environment.

Nevertheless, it also emphasizes that there are ways to diminish stress effects. Those teachers who preferred healthy coping methods and had efficient organizational

skills were less vulnerable to stress effects. Moreover, organizational support factors, which included mental services and learning opportunities, played an imperative role in encouraging these educators' well-being and motivation. Student and school factors included motivation and background/needs, while school support factors included facilities and support.

Nevertheless, it is evident that within the framework of this research, it becomes necessary for schools to have a holistic and proactive strategy with regard to stress management. As structured mental health tools and mental health discussions are made an integral part of these efforts, it's clearly possible for these primary schools to have a more stable and productive working environment for all employees. It goes without saying that improving mental health within these educational departments isn't just an issue involving employee wellbeing but a very sound business strategy.

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