



OCCUPATIONAL STRESS OF COLLEGE TEACHERS: A COMPARATIVE STUDY



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ABSTRACT

The aim of the study is to determine the stress level of college teachers living in different socio-cultural and economic situations. For present study 83 government and 67 private college teachers were selected on random basis. The results of the study indicated that college teachers have high level of occupational stress. This may be due to workload, unhealthy environment, service conditions etc. Further, results of the present study also indicated that there is significant difference in the level of occupational stress of government and private college teachers. In the nutshell, it can be concluded that stress on the part of teacher affects the quality of teaching. So it is the joint responsibility of government and policy makers to analyse the teacher training and assessment system with the assumption that personal, social characteristics and working conditions may have an effect on teacher stress.

KEYWORDS:- Occupational Stress, College Teachers, Work Environment, Knowledge.

INTRODUCTION

Technological advancements had brought so many revolutions all over the world. These revolutions had posed numerous challenges for the teaching community thus, generating lot of stress for the teachers. Teacher stress has to be seriously dealt otherwise it can have detrimental emotional, cognitive, physiological, and behavioural impact on their health, work and personal lives further accelerating a gamut of problems in the education system. Teachers play vital role in ensuring the successful implementation of any educational programme.

Occupational stress is considered as one of the most widely researched areas in worldwide. The occupational stress among teachers is of great significance. One's abilities are reflected through the performance and that performance is directly related to the mental state and physique. The successful teacher must possess the ability and academic competence for teaching. He must possess the ability to appreciate and understand the changing needs of the society and must understand the

psychological bases of education which influence the education. In teaching profession, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities etc., together with activities which are intrinsic to teaching and learning.

Occupational stress is a force that pushes a psychological or physical factor behind its range of stability, producing a strain within the individuals. Knowledge that stress is likely to occur constitutes a threat to the individual. A threat can cause a strain because of what it signifies to the person. As occupational stress begins to take toll on the body and mind, a variety of symptoms can result.

Working in organisations not only provides individuals with life sustaining income but also exerts its own pressures on them. This can ultimately have negative consequences both for achieving the goals of the organisation and meeting the needs of the individuals working in them. Thus, the work environment is a source



of social and psychological stress, which has harmful effects on the well-being of the employees. Stress in general and occupational stress in particular is universal and frequently disabling human phenomenon. Stress arising at work has detrimental effect on the behaviour of people, which ultimately results in personal and organisational inefficiency. Occupational stress can be described as a condition where occupation related factors interact with the worker to change (disrupt/ enhance) his or her psychological or physiological condition, so that the person's mind and/or body is forced to deviate from its normal way of functioning.

Moreover, apart from teachers themselves, occupational stress suffered by them can also adversely affect their students and the learning environment. In addition, stress problems of teacher might cause an increase in teaching costs. It was sympathetic and worth studying this issue so as to minimize the adverse effects of occupational stress of teachers on students, classrooms, schools and teachers themselves.

REVIEW OF RELATED LITERATURE

Pervez and Hanif (2003) in their study entitled, "Levels and sources of work stress among women school teachers," concluded that stress manifestations could be physical, psychological, or emotional in nature. On comparing stress manifestations between teachers of private and government schools, they found that the former had significantly more complaints with cardiovascular and gastronomical problems than those working in government schools.

Singla (2006) conducted a study on, "Occupational stress among employees from different careers of Chandigarh", and found that doctors and teachers had high stress as compared to the employees from other professions. Both the teachers and doctors face a significant amount of work load. Furthermore, the study also revealed that females are most stressed as compared to male.

Figen and Tatjana (2011) in their study concluded that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress levels. There is a meaningful difference in the stress level points of Turkish and Macedonian teachers. They stressed that policy makers are advised to analyse the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher stress.

Jeyaraj (2013) in his study on occupational stress among employees from different careers of Chandigarh revealed that aided school teachers have more occupational stress levels than government school teachers. There is a

meaningful difference in the stress level points of government and aided higher secondary teachers. Results of the study further showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching and less likely to take up a teaching career again.

STATEMENT OF THE PROBLEM

Occupational stress of college teachers: A comparative study

OBJECTIVES OF THE STUDY

1. To study the level of occupational stress of college teachers.
2. To compare the level of occupational stress of government and private college teachers.
3. To compare the level of occupational stress of regular and adhoc college teachers.
4. To compare the level of occupational stress of male and female college teachers.
5. To compare the level of occupational stress of rural and urban college teachers

HYPOTHESES OF THE STUDY

1. College teachers have low level of occupational stress.
2. There will be no significant difference in the level of occupational stress of government and private college teachers.
3. There will be no significant difference in the level of occupational stress of regular and adhoc college teachers.
4. There will be no significant difference in the level of occupational stress of male and female college teachers.
5. There will be no significant difference in the level of occupational stress of rural and urban college teachers

DELIMITATIONS OF THE STUDY

1. The study was delimited only to one district of Himachal Pradesh i.e. Kangra.
2. The study was delimited only to college teachers of degree colleges.

METHODOLOGY

In present study, Descriptive survey method was used by the investigator.

Sample:-

For the present study, one district was selected randomly. Then 150 college teachers were selected randomly.

Tool Used:-

In the present study, ‘Occupational Stress Index’ (OSI) developed by Dr. A. K Srivastava and Dr. A. P. Singh (2004).

Collection of Data:-

For the collection of data, the questionnaires were administered to the college teachers through personal contact. General instructions of the questionnaires were given to the college teachers and the purpose of the questionnaire was explained to them. Having established the rapport, college teachers were given the questionnaire with cover notes requesting them to answer the questionnaire as required and the filled up questionnaires were collected on the spot by the researcher.

Statistical Techniques used;-

Analysis of data for the present investigation has been made in conformity with the objectives and hypotheses formulated by the investigator. The statistical techniques used are as percentage, mean, standard deviation and t-value.

INTERPRETATION OF RESULTS

The task of interpretation is not an easy job; rather it requires a great skill and dexterity on the part of researcher. Interpretation is an art that one learns through practice and experience explanation of the relations which he has found and he must interpret the line of relationship in terms of the underlying processes and must try to find out the thread of uniformity that lies under the surface layer of his diversified research findings

Hypothesis-I

“College teachers have low level of occupational stress”.

Table- 1.1 Showing percentage of level of occupational stress among college teachers

Class Interval	Frequency	Percentage
165-175	4	77% Extremely high
155-165	36	
145-155	15	
135-145	10	
125-135	12	
115-125	10	10% Moderate
105-115	4	13% Extremely low
95-105	3	
85-95	2	
75-85	3	
65-75	1	

Interpretation:-

It may be observed from the table No.1.1 that the percentage of occupational stress level of college teachers is found 77% high, 10% moderate and 13% low level of the occupational stress. On the basis of data it is found that college teachers have 77% extremely high level of occupational stress. Thus the data provides sufficient

evidence to reject the hypothesis-I. This means there is high level of occupational stress among college teachers which may be due to high workload, unsatisfactory service conditions at both personal and professional level.

Hypothesis –II

“There will be no significant difference in the level of occupational stress of government and private college teachers”.

Table- 1.2 Showing the mean, standard deviation and ‘t’-value of the level of occupational stress of government and private college teachers

College	N	Mean	S.D	‘t’-value	Inference
Govt.	83	99.01	16.34	5.18	significant at .01 level
Private	67	81.52	13.55		

Interpretation:-

It can be observed from table No. 1.2 that mean of level of occupational stress of government and private college teachers are 99.01 and 81.52 with S.D 16.34 and 13.55 respectively. The 't'-value comes out to be 5.18, which is significant at .01 level. This means that there will be

significant difference in the level of occupational stress of government and private college teachers. Hence, the hypothesis-II stands rejected.

Hypothesis –III

"There will be no significant difference in the level of occupational stress of regular and adhoc college teachers".

Table- 1.3 Showing mean, standard deviation and 't' value of the level of occupational stress of regular and adhoc college teachers

Job Type	N	Mean	S.D	't'-value	Inference
Regular	75	92.34	12.35	6.66	significant at .01 level
Adhoc	75	76.55	8.58		

Interpretation:-

It can be observed from table No. 1.3 that mean scores of level of occupational stress of regular and adhoc college teachers are 92.34 and 76.55 with S.D 12.35 and 8.58 respectively. The 't'-value comes out to be 6.66, which is significant at .01 level. This means that there will be

significant difference in the level of occupational stress of regular and adhoc college teachers. Hence, the hypothesis-III stands rejected.

Hypothesis –IV

"There will be no significant difference in the level of occupational stress of male and female college teachers".

Table- 1.4 Showing mean, standard deviation and 't' value of the level of occupational stress of male and female college teachers

Gender	N	Mean	S.D	't'-value	Inference
Male	82	97.58	16.45	4.28	Significant at .01 level
Female	68	85.35	9.36		

Interpretation:-

It can be observed from table No. 1.4 that mean scores of level of occupational stress of male and female college teachers are 97.58 and 85.35 with S.D 16.45 and 9.36 respectively. The 't'-value comes out to be 4.28, which is significant at .01 level. This means that there will be

significant difference in the level of occupational stress of male and female college teachers. Hence, the hypothesis-III stands rejected.

Hypothesis –V

"There will be no significant difference in the level of occupational stress of rural and urban college teachers".

Table- 1.5 Showing mean, standard deviation and 't' value of rural and urban high school teachers

Area	N	Mean	S.D	't'-value	Inference
Rural	86	92.56	13.01	5.62	significant at .01 level
Urban	64	77.20	9.24		

Interpretation:-

It can be observed from table No. 1.5 that mean scores of level of occupational stress of rural and urban college teachers are 92.56 and 77.20 with S.D 13.01 and 9.24 respectively. The 't'-value comes out to be 5.62, which is significant at .01 level. This means that there will be significant difference in the level of occupational stress of rural and urban college teachers. Hence, the hypothesis-III stands rejected.

community thus, generating lot of stress for the teachers. Teacher stress has to be seriously dealt otherwise it can have detrimental emotional, cognitive, physiological, and behavioural impact on their health, work, and personal lives further accelerating a gamut of problems in the education system. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions the occupational stress among the teachers should be reduced by creating healthy environment in the institutes. In order to prevent the teachers from adverse consequences of stress the policy makers, stake

CONCLUSION

Technological advancements had brought so many revolutions all over the world. These revolutions had posed numerous challenges for the teaching

holders, educationists, administrators, managements must find ways to minimize their stress levels such as providing congenial working environments, less work load, job securities, maximum provision of facilities, etc. They must also be familiarized with the various coping strategies to be followed whenever they experience stress like, exercise, meditation, walking, listening to music, yoga, etc. In the nutshell, it can be concluded that it is essential for the policy planners, curriculum experts, administration of the school education system to provide equal opportunities to the teachers so that they can develop their skills in order to met the requirements of the profession and fulfill the needs of the students as well as nation. It can be possible only when we provide proper platform to discuss their issues & problem related to profession.

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