



A Study on Occupational Stress of Teachers Working in DIET Colleges

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Abstract: The present study was taken up to find out occupational stress among teachers working in DIET colleges in United Andhra Pradesh. The study also aimed to find out whether gender, management, experience and marital of teachers influences their occupational stress. Survey method was adopted for the study, A sample of 480 college teachers from different DIET colleges were selected by stratified random sampling technique. "Occupational Stress Index" was developed and standardized by Srivastava and Singh (1981) was used for data collection. The data was analyzed by using statistical techniques viz., Mean, SD, t-test. The results revealed that there was significant difference between teachers working in government and private colleges and teachers with below 10 years and 10 and above years of teaching experience. This study also revealed no significant difference in the levels of occupational stress with regard to their gender and marital status.

Key words: educational institution , Occupational stress, female teachers

Anyone can become angry that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and the right way is not easy
Aristotle

Introduction

Occupational stress refers to physical, mental and emotional wear and tears brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands. It is also effects an individual's productivity, effectiveness, personal health and quality of work. Occupational stress in teachers has been a focus of study in the last decades. Most surprisingly teachers have been considered to be under stress, undergoing the process of burnout or suffering from depressive symptoms. Teaching as a stressful occupation and suggesting that teachers stress appears

to be an increasing problem. Occupational stress is defined in different ways over the years. In guidance on work-related stress issued by **European Commission in 2002**, is defined as 'pattern of emotional, cognitive, behavioural and physiological reaction to adverse and noxious aspect of work content, work organization and work environment.

In this competitive era, every educational institution is setting new goals to compete not only at the local level but also at the global level. As a result teacher, at the crux of an education system, has to bear the responsibility to prepare the young



generations to build a nation with purpose and tackle the challenges of tomorrow. To prepare effective, competent and committed teachers the role of teacher educators becomes prominent in achieving the desired goal.

The teacher educators prepare and train good and effective teachers who further prepare and train good students. Therefore, the level of stress experienced by teacher educators increases manifold than other teachers. Excessive workload and teaching hours, role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meager salaries, indifferent students and parents behaviour, professional development, fatigue, frustration, stagnation, boredom, and loss of motivation or enthusiasm and unsupportive parents, etc. contribute towards teacher stress (Kyriacou, 2001; Butt et al., 2005; Johnson et al., 2005; Meng & Liu, 2008; Shernoff et al., 2011).

Since the early 1970's the number of researches on teachers stress has increased steadily and now it is a major topic of research in many countries.

Occupational stress can be result in psychological, physical and behavioral consequences for individuals psychological consequences include job satisfaction, reduced job commitment, anxiety, frustration, anger and most concern burnout. Physical consequences of occupational stress involve changes to normal bodily functioning, hypertension, evaluated blood pressure, dryness of

throat, neurotics, stomach complaints, ulcers, neck or back pain, headache, migraine, tiredness, chest pain, heart disease and stroke. Behavioral consequences of occupational stress are the actions by individuals. Five major behavioural consequences identified are withdrawal, reduced performance, deteriorating collegial relations, substance abuse and accidents (Angerer, 2003; Kyriacou and Sutcliffe, 1977).

Ritu Rani and Ajmer Singh (2012) have studied the occupational stress in relation to demographic variables. This study revealed that the teachers have moderate level of occupational stress. Male and female teachers did not differ in their levels of occupational stress. The teachers working in government and private schools were not found to differ in their level of occupational stress.

Vipinder Nagra (2013) observed the level of occupational stress among the teacher educators in relation to gender. Occupational Stress Index was used to collect data from a random sample of 52 teacher educators. The results revealed that teacher educators experiencing moderate level of occupational stress. No significant difference was found regarding occupational stress among teacher educators in relation to gender.

KelzangTashi (2014) examined the level of teacher stress and coping action among Bhutanese teachers. It further investigated if demographic variables (gender, experience, and school level) affects the level of stress. 24.5 percentage of the teachers reported that being a teacher was either very or extremely stressful. Male teachers faced more stress than their counterparts. The



study also found that stress is most prevalent among teachers with an experience of over 10 years followed by teachers with 6-10 years of experience in teaching. The coping actions adopted by teachers were mostly palliative strategies, such as, 'having a healthy home life', followed by 'reduce extra activities during school time'.

Need for the study : The teacher is an employee of an institution where the future of the nation being shaped. According to Pandit Jawaharlal Nehru, "the future of nation is being shaped in her classroom". If a teacher is free from stress and strain, he will teach effectively in the classrooms and can provide better quality of environment to make educational institutions a challenging and interesting centre for the students. A teacher teaching in a teacher training institute has to prepare future teachers and if the teacher educator is stressful s/he no doubt will directly or indirectly transude that stress to the student teachers also which can further hamper the future students who come their contact, after placement. Thus, the investigator selected the problem to find the occupational stress among teachers teaching in DIET colleges. So that imperative steps can be taken to enable these teachers to handle stress more effectively through positive coping mechanisms. Even after reviewing the related literature it was felt that although numerous studies had been conducted at the national and international level in the area of teachers (primary, secondary or tertiary levels) but at the national level stress related studies and that too focusing upon teacher educators working in DIET colleges are very rare.

Objectives of the study

- To find out whether there is significant difference in the occupational stress among male and female teachers of DIET colleges.
- To examine the difference in the level of occupational stress among teachers of DIET colleges belonging to different managements.
- To explore the level of occupational stress among teachers in relation to their teaching experience and marital status.

Hypotheses of the study

Based on the objectives, hypotheses were formulated and presented at the relevant tables

Methodology

Method of the study: Descriptive survey method was considered appropriate for gathering data about occupational stress of DIET college teachers.

Population: The population of the study consisted of all the teachers working in the DIET colleges of United Andhra Pradesh.

Sample selected for the study: A sample of 480 DIET college teachers was drawn by adopting stratified random sampling technique from different colleges of United Andhra Pradesh.

Tool used for the study: Occupational stress level was measured by using Occupational Stress Index developed by **Srivastava and Singh (1981)**. This standardized tool consisted of 46 items each to be rated on five point scale. Out of these 28 were true keyed and 18 were



false keyed. The scoring of the true keyed items was done as 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. The scoring for false keyed items was reversed. The split half and Cronbach's alpha coefficient reliability was noted to be 0.93 and 0.90 respectively.

Variables considered for the study: The following variables are studied in the present investigation.

Dependent variable

Occupational stress

Independent Variables

- ❖ Gender (Male and Female)
- ❖ Management (Government and Private)
- ❖ Experience (Below 10 years and 10 and above)
- ❖ Marital Status (Married and Unmarried)

Data Collection: The researchers took permission from the heads of the institutions for the collection of data from the selected institutions. Before

distributing the questionnaire Occupational Stress Index, the purpose of the study was conveyed to them and the detailed instructions for giving responses to the items of the scale were explained and doubts clarified. After collection data, the responses of the teachers were quantified by assigning scale values to the items and the scores were systematically organized to facilitate ease of tabulation. The tabulated data were analyzed using the following statistical techniques.

Statistical Techniques used

The data collected through the tool was subjected to statistical analysis and results were drawn out. Mean and standard deviation of the total sample and relevant sub samples was computed and group comparisons were done by applying 't' test.

Results and Discussion

Hypothesis -1 : There would be no significant difference in level of occupational stress of male and female teacher educators working in DIET colleges

Table – 1: Mean comparison of Occupational stress scores of male and female teachers of DIET colleges

Gender	N	Mean	S.D	t-value	Level of Significance
Male	240	133.93	21.151	1.482	NS
Female	240	136.74	20.412		

NS – Not Significant at 0.05 level

Table-1 reveals that the mean occupational stress scores of male and female teachers of DIET colleges and the obtained 't' value 1.482 for the variable was not significant. This indicates that no significant difference in the levels of occupational stress between male and female teacher educators. The finding of the present study in line with the earlier studies of Van Dick & Wagner (2001); Kyriacou & Chien (2004); Johannsen (2011), Vipinder Nagra (2013) highlighted that no difference existed



between the occupational stress levels of female and male teachers of DIET colleges. Hence the formulated hypothesis was accepted.

Hypothesis -2: There would be no significant difference in level of occupational stress experienced by teachers working in government and private DIET colleges.

Table -2: Mean comparison of Occupational stress scores of Government and Private Teachers of DIET colleges

Management	N	Mean	S.D	t-value	Level of Significance
Government	240	139.85	18.934	4.873	0.01
Private	240	130.81	21.642		

Table-2 reveals that the mean occupational stress scores of teachers working in government and private DIET colleges. The mean occupational stress scores of government (139.85) and private (130.81) teachers of DIET colleges. It also reveals that teachers working in government DIET colleges are experiencing more occupational stress than the teachers working in private colleges. The obtained 't' value 4.873 was significant at 0.01 level, indicating that there was a significant difference in occupational stress experienced by teachers working in

government and private DIET colleges. The finding of the present study collaborated with earlier study of Ravichandran and Rajendran (2007) also found the significant influence of type of school on the occupational stress of special education teachers and higher secondary teachers respectively. Hence the formulated hypothesis was rejected.

Hypothesis -3: There would be no significant difference in level of occupational stress of teacher educators of DIET colleges in relation to their teaching experience.

Table -3: Mean comparison of Occupational stress scores of teachers of DIET colleges with below 10 years and 10and above years of experience

Teaching Experience	N	Mean	S.D	t-value	Level of Significance
Below 10 years	203	132.82	20.706	2.271	0.05
10 and above	277	137.17	20.732		

Table-3 reveals that the mean occupational stress scores of teachers educators with below 10 and 10 and above years of teaching experience. The mean occupational stress scores of 10 and above years of teaching experience (137.17) and below 10 years of working experience (132.82). It also reveals that teacher educators with 10 and above years of

teaching experience have more occupational stress than the teacher educators with below 10 years of teaching experience. The obtained 't' value 2.271 was significant at 0.05 level, indicating that there was significant difference in the levels of occupational stress by teachers with different levels of teaching experience. The findings of the present



study in line with that of Aftab and Khatoon (2012) who found significant difference between long job tenure and short job tenure teachers with their occupational stress. Hence the formulated hypothesis was rejected.

Hypothesis – 4: There would be no significant difference in level of occupational stress experienced by teacher educators of DIET colleges in relation to their marital status.

Table – 4: Mean comparison of Occupational stress scores of married and unmarried teacher educators

Marital Status	N	Mean	S.D	t-value	Level of Significance
Married	391	134.86	20.964	1.036	NS
Unmarried	89	137.39	20.109		

NS – Not Significant at 0.05 level

Table-4 depicts that the mean occupational stress score of married and unmarried of teachers working in DIET colleges. The obtained 't' value 1.482 for the variable marital status was not significant at 0.05 level. It indicates that there was no significant difference between married and unmarried teacher educators with regard to occupational stress, marital status of the teacher educators would not show any significant influence on occupational stress experienced by them. The finding of the present study is collaborated with earlier study of Results of Abirami (2012) also confirm that marital status has no significant impact on occupational stress. Hence the formulated hypothesis was accepted.

Findings of the Study: Male and female teacher educators of DIET colleges have equal amount of occupational stress.

- ❖ Teachers working in government DIET colleges are experiencing more occupational stress than their counter parts.
- ❖ Teachers with 10 and above 10 years of teaching experience are more stressed

than teachers educators with below 10 years of teaching experience

- ❖ Both married and unmarried teacher educators have equal amount of occupational stress.

Conclusions : There was no significant difference in occupational stress of teacher educators of DIET colleges in relation to gender. There was no significant difference in occupational stress of teacher educators of DIET colleges in relation to their marital status. There was significant difference in occupational stress of teacher educators of DIET colleges in relation to type of management (Government and Private). There was a significant difference in occupational stress of teacher educators of DIET colleges in relation to their teaching experience (below 10 years and 10 and above 10 years)

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