

Occupational Stress of College Teachers in Relation to Some Selected Demographic Variables

**Marami Goswami**

Associate Professor
Dept.of Education
Guwahati College,
Guwahati, Assam

**Rezaur Rahman Sarkar**

Research Scholar
Dept.of Education
Gauhati University,
Assam

Abstract

At present, teaching has been identified as stressful profession. The present study is an attempt to examine the relationship between occupational stress of the college teachers with some selected demographic variables such as age, gender, and location of institution. Further the paper is also expected to find out the level of occupational stress of college teachers. The Descriptive Survey Method was used for conducting the present study. Sample for the study consisted of 151 college teachers of Chirang and Kokrajhar districts of Assam. Occupational stress of college teachers were measured by using the Occupational Stress Index (OSI) prepared by Dr. A.K. Srivastava and Dr. A. P. Singh. For data analysis, percentage calculation, graphical representation, ANOVA and t-test techniques were used. Results revealed significant relationship between variables - age, gender and location of institution with occupational stress of the college teachers.

Keywords: Occupational Stress, College Teachers, Demographic Variables etc.

Introduction

Teaching is a noble profession and teacher have a great respect in our society. Teachers are the backbone of a country and cornerstone of the education process. The success of education largely depends on the teachers. But today's teachers face different problems in their work life. College teachers of present society are surrounded by many challenges. They are over-worked, frustrated and to cope with different stressful situations. They are disintegrated by many stressful factors like heavy academic workload, indiscipline students, deterioration in service conditions, inappropriate principles. All these factors lead to stress which affects the commitment of the teachers.

Concept of Occupational Stress

Stress can be described as feeling tense, anxious, worried, or having the blues. Occupational stress means pressure or tension caused by the profession. It has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Occupational stress is a well known variable in organizational behaviour studies. It has become a topic of great interest to academic researchers, managers in organizations, policy-makers and to the general public as well. In an educational organization the teachers may suffer from stress. Problems associated with job related stress remain at the top of many teachers' list. Teaching as a profession provides a number of responsibilities to the teachers. Sometimes teachers may experience occupational stress due to over workload, instructional planning, managing of students, social environment, colleague relationship, improper time schedule, professional development etc. Accompanying stressors such as meeting with parents, grading and evaluating students, and administrative paper work requirements can produce a great amount of stressful situations for the teachers. The teachers' stress is also related with some demographic variables such as the age, gender, job experience and location of the institution etc. The present study is an attempt to examine the relationship of occupational stress with some selected demographic variables such as age, gender, and location of college teachers.

Review of Literature

Pestonjee, D. M. and Azeem, S. M. (2001) on the basis of their investigation on 300 university teachers (including professor, readers and

lectures) reported that organizational role stress, dimension-wise as well as total, is highly correlated with teachers' burnout among all the three groups of university teachers. Glasberg, Ann-Louise (2007) studied stress of conscience and burnout in health care to investigate that whether there is an association between "stress of conscience" that is stress related to troubled conscience and burnout and to obtain an enhanced understanding of factors related to stress of conscience and burnout in health care. Their findings indicate that burnout is related to being unable to live up to one's moral convictions; thus it is consequences of healthcare employees' feeling that they not acting on their values and for the well being of the patients. Ismail, Suh - Suh Ajis and Dollah (2009) conducted a study to examine the effect of Emotional Intelligence and the relationship between Occupational stress and Job performance. The finding of the study clearly stated that relationship between occupational stress and emotional intelligence significantly correlated with job performance. Mahakud, G.C., and Bajaj, D. (2014) conducted a study on organizational role stress and burnout among the government and private school teachers in Delhi city, India. The study was conducted with a sample of 100 teachers (50 government school teachers and 50 private school teachers). The result of the study was that there is a significant difference of organizational role stress and burnout between the government and private school teachers ($p=0.01$). Also, the private male teachers were more stressed as compared to the government male teachers and their female counterparts ($p=0.01$). Ruchi Sachdeva (2016) conducted a study on 200 college teachers of Patiala district of Punjab to find out the relationship of organizational role stress with burnout. The study showed that the significant relationship occurred between the dimensions of organizational role stress with emotional exhaustion and depersonalization dimensions of burnout.

Justification of the Study

In the field of higher education the teachers have a significant role to play. The success of higher education largely depends on the dedication and commitment of the teachers. Teachers associated with higher education always enjoy a very high status in the society because of the prestige rank in the public mind. The society also keeps watch on the college teachers. So, especially the college teachers should be highly committed to their organizations. But at the same time due to the introduction of semester system their responsibilities and workload have increased. Besides this, the college teachers have to work for their professional development. College teachers of present society are surrounded by many challenges. They are over-worked, frustrated and to cope with different stressful situations. They are disintegrated by many stressful factors like heavy academic workload, indiscipline students, deterioration in service conditions, inappropriate principles. All these factors lead to stress which affects the commitment of the teachers.

Asian Resonance

Stress is inevitable. Some amount of stress may be normal as well as beneficial. But too much stress on teachers has negative effects and it leads to adverse physical, psychological and behavioural consequences. The educational system will not run smoothly and effectively unless the teachers are stress free and committed to their job. If the teachers find too much stress in their work environment which lead them to burnout and affects their happiness, safety, self-esteem and mental equilibrium, then how would they build up the future nation? Again, if the teachers or nation builders of our society feel too much stress, then how can they achieve the real objectives of teaching? At present, these are notable questions. So, the present study is taken on the college teachers to find out the level of occupational stress of the college teachers and to see whether they feel too much stress in their work or not. In this regard, an attempt is made to examine the relationship between occupational stress of the college teachers with some selected demographic variables such as age, gender, and location of institution. The result of the study may be helpful to the educationists, policy makers and administrators by pinpointing to various aspects of organizational behaviour. Thus, the present study is the need of the hour. Keeping in view all these, the investigator have undertaken a study on the occupational stress of college teachers in relation to age, gender and location of institution.

Statement of the Problem

Considering the need and justification of the topic the study is entitled as, Occupational Stress of College Teachers in Relation to Some Selected Demographic Variables.

Objectives of the Study

- The objectives of the present study are-
1. To find out the levels of occupational stress of the college teachers.
 2. To study occupational stress of the college teachers in relation to age of the teachers.
 3. To find out occupational stress of the college teachers in relation to gender of the teachers.
 4. To find out occupational stress of the college teachers in relation to location of the colleges.

Hypotheses of the Study

The following hypotheses were formulated in accordance with the above objectives-

H_0

There is no significant difference in occupational stress of the college teachers in relation to age of the teachers.

H_{02}

There is no significant difference in occupational stress of the college teachers in relation to gender of the teachers.

H_{03}

There is no significant difference in occupational stress of the college teachers in relation to location of the colleges.

Operational Definitions of Terms

The present study includes the following terms and concepts, which are operationally defined as given below-

Occupational Stress

Occupational stress means pressure or tension caused by the profession. It can be defined as stress involving work.

College Teachers

College teachers refer to the teachers who teach in the undergraduate degree colleges.

Location

In the present study location means the area in which the college is located i.e. urban area and rural area. The variable locality is determined by the existence of local self government i.e. area under Panchayati Raj is considered as Rural area and area under Municipality Board is considered as Urban area.

Variables of the Study

The present study includes the following variables:

Dependent Variable

Occupational Stress

Independent Variables

1. Age
2. Gender and
3. Location

Delimitation of the Study

The present study is delimited to the following aspects-

1. The study is confined only to the undergraduate colleges of Chirang and Kokrajhar district of Assam under Gauhati University.
2. The study is delimited to the teachers working in the undergraduate colleges of Chirang and Kokrajhar district of Assam under Gauhati University only.

Methodology of the Study

Method

The Descriptive Survey Method was used to conduct the present study.

Population

The study was confined to two districts of Assam namely Chirang, and Kokrajhar. Out of a total of 15 colleges of the above mentioned districts, 09 (Chirang=03, Kokrajhar=06) colleges were incorporated in the study area. The selection of colleges was made randomly, taking care that colleges from both rural and urban areas were incorporated for the study. There are 502 (Male-321, Female-181) college teachers working in the 15 colleges of the selected area. Thus, all the college teachers constituted the population of the present study.

Sample

Here proportionate stratified random sampling technique was used to select a sample of 30% of the population. Thus, the sample of the present study includes 151 teachers- Male=97 and Female=54.

Asian Resonance

Tool Used

The following research tool was used to collect data for the present investigation:

1. Occupational Stress Index (OSI) by Dr. A.K. Srivastava & Dr. A.P. Singh.

Data Collection

The investigators personally approached the college teachers of the said districts for collecting data and distributed questionnaires among them. In due time filled up questionnaires were collected by the investigator.

Data Analysis and Interpretation

Objective-1

To find out the levels of occupational stress of the college teachers.

Occupational stress scores of the college teachers were collected by using the Occupational Stress Index (OSI) and responses given by the teachers were scored as per guidelines given in the test manual. The scores are levelled as low and high. Minimum score for the scale is 46 and maximum is 230. As per guideline the scores between this score levelled as high and low as per norms table of the test manual. Accordingly, score in between 46-129 is considered as low and score in between 140-230 is considered as high.

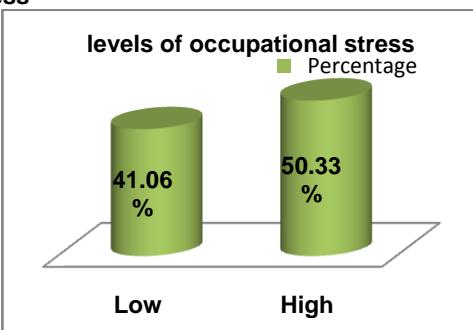
Table-1: Number and Percentage of the Teachers in Different Level of Occupational Stress

Level	Number	Percentage
Low	62	41.06%
High	76	50.33%
Total Sample	151	91.39%

(N.B.-13 teachers having average occupational stress are not taken into account in the norm table)

The data of the above table is also graphically presented with bar diagram in figure no. 1

Figure 1: Bar Diagram Showing Percentage of the Teachers in Different Levels of Occupational Stress



Interpretation

Data presented in table 1 reveals that 41.06% of the teachers have low occupational stress on the other hand 50.33% of the teachers have high occupational stress. It means that the majority of the college teachers are under stress.

Objective-2

To study occupational stress of the college teachers in relation to age of the teachers.

Ho₁

There is no significant difference in occupational stress of the teachers in relation to age of the teachers.

For studying the occupational stress of the teachers in relation to their age, the sampled group is categorized into three age groups as Higher, Medium and Lower on the basis of some practical assumption. Here-

1. Age from 51 years and above is categorized as higher age group.
2. Age between 35 years to 50 years is categorized as medium age group.
3. Age below 35 years is categorized as lower age group.

Then for studying occupational stress of college teachers on the basis of their age group mean scores for each groups are calculated for each age group and results are presented in Table2.

Table 3: Summary of Analysis of Variance of Mean Occupational Stress Scores on the Basis of Age Group of The Teachers

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	3381.215	2	1690.608		
Within Groups	22737.725	148	153.633		
Total	26118.940	150		11.004	.000**

**= Significant at 0.01 level.

Interpretation

From table 3 it is found out that 'F' ratio with 2 and 148 degrees of freedom is 11.004 which is significant at 0.01 level. Thus formulated null hypothesis is rejected. So, it can be concluded that there is a significant difference in occupational stress among the college teachers on the basis of their age groups.

Objective-3

To find out occupational stress of the college teachers in relation to gender of the teachers.

Ho₂

There is no significant difference in occupational stress of the teachers in relation to gender of the teachers.

For studying occupational stress of the teachers on the basis of their gender the mean scores are calculated separately for male and

Table 5: 't' Test Table Showing Significance of Mean in Occupational Stress Scores of the Teachers on the Basis of Gender

Sex	N	Mean	SD	Std. Error Mean	df	t	Sig.
Male	97	125.85	11.786	1.197			
Female	54	120.74	14.972	2.037	149	2.311	.022*

*=Significant at 0.05 level.

Interpretation

The above table reveals that our calculated 't' value is 2.311 which is significant at 0.05 level. Thus formulated null hypothesis is rejected. So, it can be concluded that there is significant difference in occupational stress among the male and female college teachers.

Objective-4

To find out occupational stress of the college teachers in relation to location of the colleges.

Asian Resonance

Table 2: Mean and Standard Deviation of Occupational Stress Scores of the Teachers on The Basis of Age Group

Age group	Number	Mean	SD
Higher	16	111.31	18.191
Middle	77	123.87	11.260
Low	58	127.72	11.948
Total	151	124.02	13.196

The above table indicates that mean of the occupational stress scores for higher age group is 111.31, middle age group is 123.87 and the low age group is 127.72 of the college teachers. The standard deviation of the scores for higher age group is 18.191, middle age group is 11.260 and for the low age group is 11.948.

For studying the significance of the mean difference in occupational stress for the three age groups of the teachers, ANOVA test is applied and the result is shown in table 3

Table 3: Summary of Analysis of Variance of Mean Occupational Stress Scores on the Basis of Age Group of The Teachers

female teachers and these are presented in the following table.

Table 4: Mean and Standard Deviation of Occupational Stress Scores of the Teachers on the Basis of Gender

Sex	Number	Mean	SD
Male	97	125.85	11.786
Female	54	120.74	14.972

The above table indicates that the mean of the occupational stress scores for male teachers is 125.85 and for the female teachers is 120.74. The standard deviation of the scores for male teacher is 11.786 and for the female teacher is 14.972 respectively.

For studying the significance of the mean difference in occupational stress for the male and female teachers, 't'- test is applied and the result is shown in table 5

Table 5: 't' Test Table Showing Significance of Mean in Occupational Stress

Scores of the Teachers on the Basis of Gender

Sex	N	Mean	SD	Std. Error Mean	df	t	Sig.
Male	97	125.85	11.786	1.197			
Female	54	120.74	14.972	2.037	149	2.311	.022*

*=Significant at 0.05 level.

Ho₃

There is no significant difference in occupational stress of the teachers in relation to location of the colleges.

On the basis of the location, sampled colleges are classified as Rural and Urban in order to study the relationship between occupational stress of the teachers and location of the colleges. The locality of the colleges is determined by the existence of local self government i.e. Panchayati Raj and Municipality Board. Colleges of the areas under Panchayati Raj are considered as rural college and colleges of the

areas under Municipality Board is considered as urban college. The occupational stress of the teachers on the basis of location of the institution the mean occupational stress scores are calculated separately for rural and urban college teachers and these are presented in the following table.

Table 6: Mean and Standard Deviation of Occupational Stress Scores of the Teachers on The Basis of Location of the Colleges

Locality	Number	Mean	SD
Urban	90	125.86	14.223
Rural	61	121.31	11.079

Table 7: 't' Test Table Showing Significance of Mean in Occupational Stress Scores of the Teachers on the Basis of Location of the Colleges

Locality	N	Mean	SD	Std. Error Mean	df	t	Sig.
Urban	90	125.86	14.223	1.499			
Rural	61	121.31	11.079	1.419	149	2.100	.037*

*= Significant at 0.05 level.

Interpretation

The above table reveals that our calculated, 't'-value is 2.100 which is significant at 0.05 level. Thus formulated null hypothesis is rejected. So, it can be concluded that there is significant difference in occupational of the college teachers working in urban and rural areas.

Major Findings of The Study

On the basis of the analysis and interpretation of data the major findings of the present study are:

Level of Occupational Stress of The Teachers

The study reveals that 41.06% of the teachers have low occupational stress on the other hand 50.33% of the teachers have high occupational stress. It means that the majority of the college teachers are under stress.

Age of The Teachers And Occupational Stress

In the present study it has been found out that there is a significant difference of occupational stress among the different age groups of the college teachers.

Gender of the Teachers And Occupational Stress

The study reveals that there is significant difference in occupational stress among the male and female college teachers.

Locality of the colleges and occupational stress:

It is found that there exists significance difference among the rural and urban teachers in relation to their occupational stress.

Suggestions

The study reveals that majority of the college teachers are under stress. Stress awareness, physiological training, environment adjustment, mind control etc are some of the strategies to cope with stress. Principals should support the teachers in the different activities of the teachers. Moreover, principal and their leadership team should also provide ample support when teachers encounter problems with students.

Conclusion

The present study was conducted on occupational stress of the college teachers in relation to some selected demographic variables such as age, gender and location of the colleges. From the study, it is found that the majority of the college teachers are

Asian Resonance

The above table indicates that the mean of the occupational stress scores for urban teachers is 125.86 and for the rural teachers is 121.31. The standard deviation of the scores for urban teacher is 14.223 and for the rural teacher is 11.079 respectively.

For studying the significance of the mean difference in occupational stress for the urban and rural teachers,'t'- test is applied and the result is shown in table 7

Table 7: 't' Test Table Showing Significance of Mean in Occupational Stress Scores of the Teachers on the Basis of Location of the Colleges

under stress. Results revealed significant relationship between variables - age, gender and location of institution with occupational stress of the college teachers. The study is helpful for teachers, educationists, inspectors, policymakers, administrators and others to create strategies which help in organizational management.

References

1. Bayani, Ali Asghar, Bagheri, Hossein, Bayani Ali. (2013). Influence of Gender, Age and Years of Teaching Experience on Burnout. Scholars Research Library Annals of Biological research, 4 (4): 239-243.
2. Chandraiah, K. (2016). Occupational Stress in Teachers. A P H Publishing Corporation, New Delhi-110002.
3. Fisher, H, Molly. (2011). Factors Influencing Stress, Burnout and Retention of Secondary Teachers. Current Issues in Education, Volume 14, Number 1, ISSN 1099-839X.
4. Justus Raja, E. and Kumar Sathya, C. (2011). Occupational Stress and Job satisfaction of College Teachers. Discovery Publishing House Pvt. Ltd, New Delhi-110002.
5. Kumar, Ranjit. (2014). Research Methodology. SAGE Publications India Pvt. Ltd, 3rd Edition, New Delhi -44
6. Koul, Lokhesh. (2011). Methodology of Educational Research. Vikash Publishing House Pvt. Ltd, A-22, Sector-4, Noida – 201301 (UP).
7. Kothari, C.R. (2001). Research Methodology, Methods & Techniques. Wshwa Prakashan, New Delhi -2.
8. Pestonjee, D. M. and Azeem, S.M. (2001). A study of Organizational Role Stress in Relation to Job Burnout among University Teachers. Working paper No. 2001-04-02. Ahmedabad, Indian Institute of Management, 1-57.
9. Sachdeva, Ruchi. (2016). Organizational Role Stress among College Teachers in Relation to Burnout. GRIN publishing, Norderstedt Germany.