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OCCUPATIONAL STRESS OF THE FACULTIES OF HIGHER EDUCATION

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Abstract

Stress can be defined as the state of worry or mental stress resulting from a difficult situation. Stress makes it difficult for us to relax and can lead to many emotions such as anxiety and irritability. Job stress occurs when employees feel unsupported by their managers or colleagues, feel they have little control over the work they do, or feel that their efforts at work do not match the results of the job **(WHO).** The purpose of the present study was to ascertain the present status of Occupational Stress among the faculties of higher education of Purulia district. The present study was carried out through the **Descriptive Survey** method by administering the **Teacher Stress Inventory (Fimian, 1988)** on a random sample of 521 sample. The result of the study reflected that on an average both the male and female faculties of higher education experienced **high stress** in case of time management and work-related stress and **low stress** in case of professional distress, discipline and motivation, professional investment, emotional manifestation, fatigue manifestation, cardio-vascular manifestation, gastro-vascular manifestation, behavioural manifestation and **Teachers Stress (in Totality).** The faculties expressed their experience of low stress, but the level of stress was higher than the mild strength rating (1.9). So, it might be concluded that, teachers might have experience good and sound mental as well as physical health, maintain good relation with students, increase retention rate, very low rate of teacher burnout, and high self-efficacy.

Key Words: Stress, Job Stress, Occupational Stress, and Higher Education.

1. Introduction

Stress can be defined as the state of worry or mental stress resulting from a difficult situation. Stress is a human response that allows us to respond to life's challenges and threats. Everyone experiences stress from time to time. But the way we deal with stress has a huge impact on our overall health **(WHO).** Occupational stress refers to the negative psychological and physical effects experienced by employees due to workplace responsibilities, environmental factors, or other pressures. It occurs when work demands exceed an individual's coping abilities. There are several factors which causes Occupational Stress such as – poor work organization (e.g., poorly designed jobs, lack of control over work processes, and inadequate support from colleagues and supervisors), and work context (e.g., career development, interpersonal relationships, organizational culture, and work-life balance). Symptoms of stress may occur in different forms such as – Physical (e.g., fatigue, headaches, muscle tension, and sleep disturbance), Emotional (e.g., anxiety, irritability, and decreases job performance), and Health Implications (e.g., chronic stress can harm both physical and mental health). The purpose of this study was to ascertain the present status of occupational stress among higher education faculties in the Purulia district.

1.1 Significance of the Study

Through the proper investigation of occupational stress of the higher education faculties, the researcher actually intended to ascertain the present status of occupational stress among the higher education faculties in the Purulia district. This present study was significant in that it will help to realize the stress level of higher education faculties to improve and prescribe their mental health, so that they may lead quality education for progressive country and also well productivity of any institution.

1.2 Objective of the Study

The present study was designed to realize the specific objective –

I. To have the statistical description of the present state of **Occupational Stress** of the faculties of higher education of Purulia district.

1.2.1 Research Hypothesis of the study

The present study was designed to verify the research hypothesis –

I. The faculties of higher education experience high **Occupational Stress**.

2. Occupational Stress – Construct of the Study

Job stress is the stress of thinking about work. Work stress is a chronic disease. Job stress can be managed by understanding stressful situations at work and taking steps to correct them **(Campbell & Demetria, 2016).** Job stress occurs when employees feel unsupported by their managers or colleagues, feel they have little control over the work they do, or feel that their efforts at work do not match the results of the job **(WHO).** Job stress is a concern for employees and employers because job stress affects the emotional, and physical health and performance of employees **(Sulsky and Smith, 2005).** The research was conducted by the World Health Organization and the International Labour Organization. The results show that working long hours leads to job stress. It is estimated that it is the largest occupational risk of disease, causing approximately 745,000 workers to die from ischemic heart disease and stroke in 2016 **(Frank et al., 2021).**

Many disciplines in psychology deal with occupational stress, including occupational health **(CDCP, 2019),** human factors and ergonomics, epidemiology, work in medicine, health, business and organizational psychology, and business engineering **(Griffin & Clarke, 2010; Hart & Cooper, 2002).**

3. Review of Allied literature

A brief review of allied literature on Occupational Stress is reported herewith.

3.1 Occupational Stress

Venkataraman and Kannan (2022) studied the stress that Tamil Nadu's female teachers faced on the job. This study's primary goal is to comprehend the stress that female instructors experience on the job. The Normative Survey approach is used for this investigation. In the Tamil Nadu district of Nagappattinam, 200 female secondary school teachers were chosen at random using a random sample technique. The "Occupational Stress Scale" created by Chandra (2008) was applied in this investigation. The study's primary findings indicate that female instructors deal with moderate levels of stress at work.

In order to determine the differences in job stress between public and private school teachers as well as the degree of job stress experienced by teachers in each setting, **Ali and Kumar (2022)** conducted a study on job stress among government and private teachers. A cross-sectional method was used for this study, and 40 female teachers were selected from various colleges in Bareilly city, keeping the number of public and private teachers constant. The 40 teachers were then given the Hindi version of Srivastava and Singh's (1984) Occupational Stress to measure their levels of occupational stress. Thus, the study found that teachers in public schools and private schools experience the same level of job pressure, with the analysis results indicating that both groups of teachers have average levels of job stress and that there is no significant difference in job stress between the two groups of teachers.

The study conducted by **Khalifa, Khalaf, and Mohammed (2022)** aimed to investigate the correlation between depression and stress among educators. 106 participants from three schools in Cairo, Egypt were given the Arabic versions of the Beck Depression Inventory (BDI) and the Occupational Stress Scale (OSI) to gauge levels of stress and depression. The age range of the participants was 22–58 years old. According to the findings, 19.8% of instructors had symptoms of depression and 55.7% of teachers reported feeling quite stressed. Teachers frequently experience workplace stress since there are numerous sources of stress in the job.

4. Method

The present study was carried out through **Descriptive Survey Method**. The details regarding sample, tool, procedure of data collection and statistical technique are placed herewith.

4.1 Research Design

The research design of the present study is presented hereunder.

4.1.1 Variables

Occupational Stress of the faculties of higher education was the only variable in the present study.

4.2 Sample

Faculties of different Departments of Sidho-Kanho-Birsha University and its affiliated General Degree Colleges of Purulia were the sources of sample.

4.2.1 Sample Size

Total 160 female faculties and 361 male faculties have participated in the study.

Table-4.2.1: Gender-Wise Distribution of Sample

Gender		Total
Female Faculties	Male Faculties	
160	361	521

4.2.2 Sampling Technique

In the present study ***"Stratified Random Sampling Technique"*** was adopted

4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

4.3.1 Teacher Stress Inventory (Fimian, 1988)

Teacher Stress Inventory (TSI) is a 49-items scale with each item a five-point Likert type scale ranging from 1 (no strength; not noticeable) to 5 (major strength; extremely noticeable) is attached. Respondents are asked to indicate their level of agreement on this 5-point Likert type scale. All the 49-items are clustered in 10 factors separated into sources of stress and manifestations of stress. Sources of stress include – (a) Time Management, (b) Work-Related Stress, (c) Professional Distress, (d) Discipline and Motivation, (e) Professional Investment (f) Emotional Manifestation (g) Fatigue Manifestation (h) Cardiovascular Manifestation (i) Gastrovascular Manifestation and (j) Behavioural Manifestation.

The mean score of the scale is normalized and the normalization procedure is as follows:

Normalized mean = (Mean of the item responses in a factor or (total scale)/Total Number of Items of the factor or (total scale).

The range of Normalized means score of the Teacher Stress Inventory (TSI) Scale may be interpreted as –

1.00 to 1.99	**:**	**Very Low Stress**
2.00 to 2.99	**:**	**Low Stress**
3.00 to 3.99	**:**	**High Stress**
4.00 to 5.00	**:**	**Very high Stress**

4.4 Procedure for Data Collection

The heads of each institution were contacted for his/her permission to allow collecting the data. The relevant data were collected by administering the above-mentioned tool on the subjects under the study in accordance with the directions provided in the manual of the tool.

4.5 Statistical Techniques

The descriptive statistics were computed with the help of SPSS-20 software. To ascertain the objective (i.e. ***To have a description of the present state of Occupational Stress of the faculties of Higher Education***) the descriptive statistics such as minimum, maximum, range, mean and standard deviation were calculated.

5. Result

In the present study **Descriptive Survey Method** was adopted to discover the experience of **Occupational Stress** of the faculties of higher education. The results of the study are presented herewith.

5.1 Descriptive Presentation

To prove the hypothesis-(I) (i.e., ***The faculties of higher education experience high Occupational Stress.***) the results of the descriptive presentation of **Occupational Stress** of the higher education faculties are presented herewith.

Table-5.1: Descriptive Statistics of Occupational Stress Scale Score of Faculties of Higher Education

Different Factors of Teacher Stress	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Time Management	521	3.50	1.50	5.00	3.30	0.67	High
Work Related Stress	521	3.67	1.33	5.00	3.44	0.76	High
Professional Distress	521	4.00	1.00	5.00	2.97	0.88	Low
Discipline and Motivation	521	4.00	1.00	5.00	2.92	0.87	Low
Professional Investment	521	3.25	1.00	4.25	1.93	0.62	Very Low
Emotional Manifestation	521	4.00	1.00	5.00	2.64	1.14	Low
Fatigue Manifestation	521	4.00	1.00	5.00	2.63	1.08	Low
Cardiovascular Manifestation	521	4.00	1.00	5.00	2.90	1.21	Low
Gastro-vascular Manifestation	521	4.00	1.00	5.00	2.17	1.03	Low
Behavioural Manifestation	521	4.00	1.00	5.00	2.26	0.93	Low
Teachers Stress (in Totality)	521	3.39	1.35	4.73	2.82	0.57	**Low**

Table-5.1 exhibits the descriptive statistics of **"Occupational Stress"** score obtained by the faculties of higher education (both male and female as a whole) in the present study. In case of ***Time Management,*** the "minimum" of the scores was 1.50 and the "maximum" of those was 5.00 and the range was 3.50; the "mean" and "standard deviation" of the said distribution were 3.30 and 0.67 respectively. Next, in case of ***Work-Related Stress*** the "minimum" of the scores was 1.33 and the "maximum" of those was 5.00 and the range was 3.67; the "mean" and "standard deviation" of the said distribution were 3.44 and 0.76 respectively. Then, in case of ***Professional Distress*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.97 and 0.88 respectively. Then in case of ***Discipline and Motivation*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.92 and 0.87 respectively. Then in case of ***Professional Investment*** the "minimum" of the scores was 1.00 and the "maximum" of those was 4.25 and the range was 3.25; the "mean" and "standard deviation" of the said distribution were 1.93 and 0.62 respectively. Then in case of ***Emotional Manifestation*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.64 and 1.14 respectively. Then in case of ***Fatigue Manifestation*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.63 and 1.08 respectively. Then in case of ***Cardiovascular Manifestation*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.90 and 1.21 respectively. Then in case of ***Gastro-vascular Manifestation*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.29 and 1.03 respectively. Then in case of ***Behavioural Manifestation*** the "minimum" of the scores was 1.00 and the "maximum" of those was 5.00 and the range was 4.00; the "mean" and "standard deviation" of the said distribution were 2.26 and 0.93 respectively. Finally, in **Teachers Stress** (in totality) the "minimum" of the scores was 1.35 and the "maximum" of those was 4.73 and the range was 3.39; the "mean" and "standard deviation" of the said distribution were 2.82 and 0.57 respectively.

Figure-5.1(a) depicts the histogram with normal curve of occupational stress scores of the faculties of higher education considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal **(Fein, Gilmour, Machin and Hendry, 2022)**.

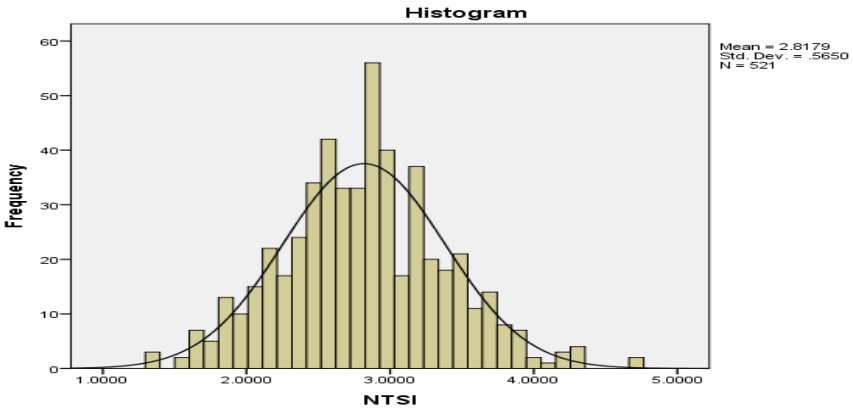

Figure-5.1(a): Histogram with normal curve of Occupational Stressors scores of the faculties of higher education considering male and female as a whole

6. Discussion and Conclusion

Here discussion and conclusion of the present study are reported herewith.

6.1 Discussion on Descriptive Presentation

To prove the hypothesis (i.e., ***The faculties of higher education experience high Occupational Stress***.) the following discussion is placed.

It was observed from table-5.1 that on an average the faculties of higher education experienced **high stress** in case of time management and work-related stress and **low stress** in case of professional distress, discipline and motivation, professional investment, emotional manifestation, fatigue manifestation, cardio-vascular manifestation, gastro-vascular manifestation, behavioural manifestation and **Teachers Stress (in Totality).** The faculties expressed their experience of low stress, but the level of stress was higher than the mild strength rating (1.9).

Hence, the hypothesis was rejected.

Stress can manifest itself in many ways, affecting the body and mind. When stress enters a person's personality, many reactions occur; But these vary from person to person. Let's look at some stress-related behaviours such as – Changes in eating habits, Sleep Problems, Compensation, Neglect, Negative Behaviours, and Addiction.

But stress is not always detrimental to mental health; stress actually engages a person to work. Without stress no one becomes motivated. So, up to certain a limit stress is beneficial to performance. Here, manifestations of stress were low, this may be due to that, the faculties of higher education were able to cope with their stress. So, the faculties of higher education may experience good eating habits, adequate and proper sleep, engage themselves in different social activities, take more responsibilities, confident mentality, and can stay apart from the addiction to narcotics.

6.2 Conclusion

In accordance with the result and subsequent discussion of **Descriptive Presentation** of the present study it might be concluded that the faculties of higher education of Purulia district experienced low strength of **Occupational Stress** in majority of the facets of **Occupational Stress** and also in **Occupational Stress (in Totality).** So, they might have good and sound mental as well as physical health, maintain good relation with students, increase retention rate, very low rate of teacher burnout, and high self-efficacy. Occupational Stress is vital for preserve teacher well-being and ensuring effective education.

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