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## OCCUPATIONAL STRESS AMONG TEACHERS AND ITS EFFECT ON THEIR PERSONAL LIFE AND TEACHING PROFESSION

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### Abstract

*Occupational stress is a term commonly used as stress experienced at the work place. Stress defined in terms of its physical and physiological effects on a person. Stress is a feeling that is created when we react to particular event. It's the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina & heightened alertness. There are various reasons for stress at work place or occupational stress like nature of work, working conditions, personal qualities, our capabilities, responsibilities at workplace, etc. In teaching profession too may be the same reasons concerned but adding to it, there are difficulty in coping with the students absenteeism, student with special needs, insufficient funding and lack of personal support are more evident. Besides teachers have to perform a lot of work after they reach home like preparation, correcting the note book, evaluation etc. Here we are trying to analyse the occupational stress among teachers and its effect on their personal and professional life. For this study 400 teachers working at primary, secondary school, junior and senior college of Nagpur city were taken as sample. The relationship between occupational stress and personality was derived using occupational stress index and 16 PF Personality Test. The data was analysed using coefficient 'r' to ascertain the relationship. The result reveals that there is no significant relationship between the occupational stress & teacher's personal & professional life.*

**Keywords : Occupation, Stress, Personality.**

Stress is a normal reaction that body has when changes occur, resulting in physical, emotional and intellectual responses. It is a reaction to a stimulus that disturbs our physical or mental stability equilibrium stress responses help your body adjust to new situations. Stress can be positive, keeping us alert, motivated & ready to avoid danger. There are different factors that may cause, stress physical to emotional. Due to excessive mental pressure, due to big challenges, having excessive responsibilities, worrying about something, self guilt etc.

Occupational stress is a stress at workplace. It has many origins. It is harmful, physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control on an employee. In general, occupational stress results from a 'toxic' work environment such as poor control, high work demands, lack of information, extreme pressure and low decision-making attitude. Therefore on employees' workplace environment is influential through several organisational resources, including the psychosocial safety climate (PSC). The PSC expresses the preference given to psychological health and well-being in the workplace. In recent decades, occupational stress represents a large, complex and costly phenomenon in the workplace worldwide. The workplace environment has been severely affected by globalization & the global financial crisis, leading to an increase in demand as well as stress and related problems.

Teachers are more likely to suffer job-related stress than other professionals. A study has found one in every five teachers feels tense about their jobs all or most of the time, compared with one in eight workers in similar professions. With rising pupil numbers, increased responsibilities, shortfall in trainees & more teachers quitting earlier on their careers. Working intensively over fewer weeks of the years leads to a poorer work-life balance & higher stress levels among teachers. There are many reasons for teachers' stress, like salary issue, responsibilities other than teaching-learning, large amount of paperwork, frequent policy change by government, less leisure time etc.

Meanwhile, research reveals that teachers play a vital role in the care for the personal welfare and emotional support of the students. Prilleltensky, Neff and Besell (2016) indicates that teachers' stress has many negative responses such as anger or depression, to events pertaining to a teacher's job. Some researchers even attribute the substantial attrition rates among teachers in some parts of the world, significant levels of job-related stress that teachers experience & fail to manage (Chaplain 2008, Kyriacou & Kune, 2007). Research has revealed that teachers are exposed to various sources of stress. Major among these are: teaching unmotivated students, sustaining discipline in the class, a demanding workload, being exposed to a frequent changes, etc.

### **Significance of the study**

Occupational stress among employees is an important concern from the perspective of employee performance in the workplace. In educational field, teachers performance most probably, depends upon the teaching system, educational objectives, and the stress experienced by them. It is absolutely true to say that only contented state of teachers can help the school or college to achieve its desired goals & meet the educational objectives. So to find out the hidden reasons of the occupational stress of teachers & to throw more light to the corrected aspects, it is needful to study thoroughly.

### **Objectives of the study**

To study the occupational stress among school & college level teachers; To study the personal and professional life of the school & college level teachers; To study the relationship between the occupational stress and personal, professional life of the school & college level teachers.

### **Hypothesis**

There is no significant relationship between the occupational stress and the personal and professional life of school & college level teachers.

### **Methodology**

Present study is an empirical study and is exploratory in nature. In the present study data has been collected from all Govt. aided and Govt. schools & colleges of Nagpur, District, Maharashtra by administering teacher's occupational stress index by Dr. Srivastave & Dr. A .P Singh. To calculate the relationship of occupational stress with personal and professional life of the teachers, 16 PF Personality Test is used.

### **Sample**

The present study is conducted by the researcher at Nagpur District of Maharashtra State. The 400 teachers of four different categories were selected as sample. The teachers working at different levels include 100 primary school teachers, 100 secondary school teachers, 100 junior and 100 senior college level teachers (men/women) are taken for study.

## Result and interpretation

The objective wise analysis & results are given as follows:

1. To study the occupational stress among school and college level teachers.

Table 1 – level of occupational stress among school and college level teachers.

Sr. No.	Level Occupational Stress	Response	Percentage(%)
1	Low Occupational Stress	00	00%
2	High Occupational Stress	400	100%
	Total	400	100%

**Interpretation :** All the school and college level teachers are having high level of occupational stress as seen above.

2. To study the personal & teaching professional life of the school & level teachers.

Table 2 – factor wise percentage of personality among school and college level teachers.

Sr. No.	Personality Factor	Level						Total
		Low		Medium		High		
		Response	%	Response	%	Response	%	
1	A (Behavioural Quality)	0	0%	382	97.25%	18	2.25%	400(100%)
2	B (Intellectual Quality)	15	3.75%	358	94.75%	12	1.5%	400(100%)
3	C (Spiritual Quality)	27	6.75%	346	93.25%	0	0%	400(100%)
4	E (Adjustive Quality)	88	22%	312	78%	0	0%	400(100%)
5	F (Virtuous Quality)	135	33.75%	265	66.25%	0	0%	400(100%)
6	G (Expedient Quality)	6	1.5%	376	97%	12	1.5%	400(100%)
7	H (Daunting Quality)	8	2%	392	98%	0	0%	400(100%)
8	I (Realistic Quality)	6	1.5%	278	69.5%	116	29%	400(100%)
9	L (Suspicious Quality)	0	0	175	43.63%	225	56.37%	400(100%)
10	M (Static Quality)	203	50.88%	196	49.12%	0	0%	400(100%)

11	N (Diplomatic Quality)	8	2%	40	10%	352	88%	400(100%)
12	O (Self Accuracy Quality)	0	0%	195	73.75%	105	26.25%	400(100%)
13	Q1 (Liberal Quality)	0	0%	263	65.63%	137	34.37%	400(100%)
14	Q2 (Resourceful Quality)	0	0%	335	83.75%	65	16.25%	400(100%)
15	Q3 (Compulsive Quality)	16	4%	384	96%	0	0%	400(100%)
16	Q4 (Tranquil Quality)	0	0%	391	97.75%	9	2.25%	400(100%)

**Interpretation :** In this objective, researcher had used the 16PF Personality Scale to collect the information related with teacher's personality 9(2.25%) teachers are in the high ten score of factor 'A' that is behavioral factor of personality 391 (97.5%) of the teachers fall in the middle category, i. e. they are neither very reserved nor very worm hearted. 15 (3.75%) of the college and school level teachers are having less intellectual quality and 6(1.5%) are more intelligent whereas 379 (94.75%) of the teachers are neither more intelligent nor less one. 27((6.75) of the total teachers are very emotional, no teacher is emotionally stable whereas 373 (93.25%) teachers belonged to the average type of response to the emotional state of mind. 88(22%) college are having adjective quality, whereas no teacher is having bossy type of nature and 312 (78%) of teachers are having either humble or very dominant type of personality traits. 135(33.75%) of teachers are sober & serious in nature whereas 265(66.25%) teachers are neither very sober nor very spontaneous & enthusiastic. 6 (1.5%) of teachers are having expedient quality of personality whereas 6 (1.5%) of teachers are rule bound and 388 (98%)of teachers are neither expedient nor conscious about rules.8(2%)of the teachers are very shy and timid,no teacher is a bold and 392(98%) teachers are having middle quality daunting neither bold nor timid. 6(1.5%) of the teachers are tough minded & realistic whereas 116 (29%) of teachers are overprotected and 278 (69.5%) of the teachers are neither rough or realistic nor intuitive. No teacher is trusting or easy to get on & 225 (56.37%) teachers are having suspicious quality and 174 (43.63) teachers are neither trusting nor skeptical 203 (50.88%) of the college and school level teachers show static quality of personality and no teacher is imaginative in nature whereas 393 (49.12%) teachers are neither practical nor imaginative in their behavior. 8(2%) of teachers are very open showing no diplomacy whereas 362(88%) teachers are very shrewd and diplomatic in nature, and 40(10%) teachers are neither genuine nor diplomatic or shrewd. No teacher is self-assured, secure and 105(26.25%) teachers are prone to guilt whereas 295 (73.75%) teachers are neither self-assured nor self-blaming. No teacher of college and school level is conservative, 137 (34.37%) teachers are experimenting whereas 262 (65.63%) teachers are neither conservative nor experimenting or liberal. No teacher of college and school level is group oriented i.e. listens to others. 65(16.25%) teachers are self sufficient whereas 325(83.75%)

teachers are neither resourceful nor 'joiner'. 16(4%) of teachers are careless of social rules, and no teacher shows compulsive quality & 384(96%) teachers are neither careless of social nor compulsive. No college or school level teacher is relaxed or shows tranquil quality. 9(2.25%) teachers are tense and frustrated, whereas 391 (97.75%) teachers are neither relaxed nor show tranquil quality.

### 3. Correlation between occupational stress and personality of the school and college level teachers.

Table 3. Correlation between occupational and personality (all factors) of college & school level teachers.

Sr. No.	O/S mean	Personality Mean (Personality Factors)	'r' Value
1.	72.36	Behavioral quality 60.55	-0.06
2.	72.36	Intellectual quality 60.58	-0.02
3.	72.36	Spiritual quality 52.98	-0.05
4.	72.36	Adjustive quality 44.16	-0.02
5.	72.36	Virtuous quality 40.88	-0.02
6.	72.36	Expedient quality 60.96	0.05
7.	72.36	Daunting quality 51.90	-0.01
8.	72.36	Realistic quality 68.98	-0.02
9.	72.36	Suspicious quality 77.51	-0.04
10.	72.36	Static quality 34.15	-0.07
11.	72.36	Diplomatic quality 86.60	0.057
12.	72.36	Self- assured quality 68.18	0.05
13.	72.36	Liberal quality 70.55	-0.004
14.	72.36	Resourceful quality 63.70	0.07
15.	72.36	Compulsive quality 54.69	0.001
16.	72.36	Tranquil quality 53.38	0.02

**Interpretation-** From the above table, we see that mean of the occupational stress is constant and it is correlated with all the factors of personal & professional life contents. Overall mean of personality is 59.36 where mean of occupational stress is 72.36, so the 'r' value is 0.01. It shows that calculated value is less than table value at both levels of significance. So we accepted null hypothesis. Therefore there is no significant relationship between occupational stress and personality of college & school level teachers. From the table it is clear that mean of occupational stress is constant & that is 72.36 & the mean of personality factor 'A' (Behavioral Quality) of college & school level teachers is 60.55.

For 398 df (degrees of freedom) table value of 'r' at 0.01 level is 0.81 & at 0.05 level is 0.062 & calculated value of 'r' is -0.06. It means calculated value is less than table value at both levels is significant. Therefore we accepted null hypothesis. So we can say that there is no significant relationship between the occupational and personal and behavioral quality 'A' of college & school level teachers. Further the mean of personality factor 'B' (Intellectual Quality) is 60.58 & the correlation between occupational stress (72.36) & intellectual quality of college & school level teachers is -0.02. At the same time personality factor 'C' means 52.98 (spiritual quality) is correlated with occupational stress mean 72.36 with result -0.05. Observing the 'r' value of both 'B' and 'C' of personality quality the calculated value is less than the table value at both levels of significance. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the occupational stress & personality factor 'B' & 'C'.



Further the mean of O. S. 72.36 is correlated with P.F. 'E' (Adjustive Quality) 44.16 having correlation -0.02. For 398 of table value of 'r' at 0.01 level is 0.081 & at 0.05 level is 0.062. It means calculated value is more than table value at both levels of significance. So we can say that there is significant relationship between adjustive quality and occupational stress of college and school level teachers. Further the two qualities of personality 'F' (Virtuous Quality) and 'G' (Expedient Quality) of college & school level teachers having correlation 40.88 and 60.96 respectively. The correlation of O. S. is 72.36 constant correlated with personal qualities 'F' & 'G' having 'r'

-0.02 and 0.05 respectively. So far of table value of 'r' at 0.01 level is 0.081 & at 0.05 level is 0.62 & calculated value of 'r' is 0.05 it means that calculated value is less than table value at both levels of significance. Therefore we accepted null hypothesis which means that there is no significant relationship between OS and personality factor 'F' (Virtuous quality) & 'G' (Expedient quality) of collage and school level teachers. Now the mean of personality factor

'H' (Daunting quality) 51.90 and mean of 'I' (Realistic quality) 68.98 correlated with the mean of O.S. 72.36 (constant) and the correlation is -0.01 & 0.02 respectively. It means that for both the qualities the calculated value 'r' is less than table value at both level of significant & we accepted the null hypothesis.

So there is no significant relationship between the O.S and the daunting & realistic quality of college & school level teachers. Further the mean of occupational stress 72.36 is correlated with the mean of personality factor 'L' suspicious quality is 77.51 which form the correlation -0.04. for 398 of table value of 'r' of 0.01 level is 0.081 & at 0.05 level is .062 & calculated value of 'r' is -0.04. it mean calculated value is less than table value at both levels of significance therefore we accept the null hypothesis. So we can say that there is no significant relationship between 'L' factor suspicious quality & O.S of college and school level teachers. It is then the mean of O.S. 72.36 & the mean of the personality facto 'M' (static quality) 34.15 correlated correlation between O.S. & factor 'M' of college and school level teacher is -0.07.

so for 'r' at 0.07 level is .081 & at 0.05 level is .062 and calculated value of 'r' is -0.07 it means calculated value is more than table value of 0.05 at both level of significance. Therefore we rejected null hypothesis. So we can say that there is significant relationship between O.S. and personality factor 'M'. Further the correlation between O S and personality factor 'N'(Diplomatic quality) of college and school level teachers is found 0.06 whereas mean of O.S. is 72.36 & mean of personality factor 'N' (Diplomatic quality) is 86.60 and the mean of personality factor 'O' (self assured quality) is 68.18. for 398 at table value of 'r' at 0.01 level is .081 & at 0.05 level is .062 & calculated value of 'r' is 0.057 & 0.05 respectively for factor 'N' (Diplomatic quality) & 'O' (self assured quality). It means calculated value is less than table value at both levels of significant. Therefore we accepted null hypothesis. So we can say that there is no significant relationship between O.S. & both personality factors 'N' and 'O' of college and school level teachers. O. S. mean is 72.36 & the mean of personality factor 'Q1' (Liberal Quality) is 70.55, correlation O. S. & liberal quality of school & college level teachers is -0.004. But the calculated value is less than table value. Therefore the null hypothesis is accepted. So there is significant relationship between the O. S. & personality factor (Q1) liberal quality. Further the mean of personality factor Q2 (Resourceful quality) is 63.70 and its correlation between O.S. and is 0.07. But the calculated value is more than table value at 0.05 level of significance. Therefore we rejected null hypothesis & accepted alternate hypothesis. So there is significant relationship between the

O. S & personality factor 'Q2' (Resourceful Quality) of college & school level teachers. Further personality factor 'Q3' (compulsive quality) and 'Q4' (tranquil quality) of college and school level teachers are correlated with O. S. mean 72.36 having mean 54.69 and 53.38. Both are correlated with 'r' value 0.001 and 0.02 respectively. It shows that calculated value is less than the table value at both the levels of significance. Therefore we accepted the null hypothesis. So therefore no significant relationship between the occupational stress and personality factors 'Q3' and 'Q4' of the college and school level teachers.

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