



TO EXPLORE THE OCCUPATIONAL STRESS OF SCHOOL TEACHERS OF PURULIA DISTRICT

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Abstract

Now-a-days, stress has taken a vital role in teachers' daily work life. The purpose of this study was to ascertain the present status of occupational stress of the school teachers of Purulia district. The study was carried out through descriptive survey method by administering *Teacher Stress Inventory (TSI) (Fimian, 1988)* on a random sample of 602 school teachers of Purulia district. The results of the present study revealed that on an average the school teachers experienced **high** stress in **Time Management, Professional Distress and Work Related Stress**; and **low** stress in **Discipline and Motivation, Professional Investment, Emotional Manifestation, Fatigue Manifestation, Cardiovascular Manifestation, Gastro-vascular Manifestation, Behavioural Manifestation and Occupational Stress in totality**. So, it might be concluded that the school teachers of Purulia district experienced low strength of occupational stress in majority of the facets of Occupational Stress and also in Occupational Stress in totality.

Key Words: Occupational Stress, TSI, Time Management, Professional Distress and Work Related Stress

1. Introduction

At present, stress has become an integral part of teachers' daily work life in educational institution. So, occupational stress is one of the important elements to measure the teachers' stress level of any educational institutions. Now-a-days, the teachers have to stay under incredible pressure to achieve the target set for enhancing quality in education by the institutional authorities, the community and the potential employment providers. As we know, Teaching has become a more demanding and intense job. Now, it has been truly observed that due to technological advancement our formal education system dynamically changes to update with new generation and acquire self-capabilities through gathering new information in innovative way. So, it is now a great challenge for any qualified teachers to exhibit their abilities in their professional job efficiently by coping with stress in the workplace and prevent shortage of teachers. Many researchers have found in their studies about concerned teachers' occupational stress that there are so many facets which are job nature, inadequate salaries, service security, working conditions, workload, lack of shared decision making and unsatisfactory relationships with stakeholders, institutional environment, imbalance work life, harassment by a fellow co-worker, workplace conflicts and personal characteristics such as age, emotional stress and self-control etc. influenced significantly on occupational stress in their professional field. If one or two facet is disrupted for any cause, it breaks the morale of job holders and also it may cause the mental stress among teachers. As a result teachers may leave their professional work and teacher shortage may occur in institution. The purpose of the proposed study is to investigate the present status of occupational stress of school teachers and find out the stress level of the teachers of Purulia district so that it may be provides any remedial measures.

1.1 Significance of the Study

Through the scientific investigation of psychological construct of the prospective newly qualified teachers, the researcher actually intended to explore the occupational stress of school teachers of Purulia district in West Bengal. This present study is significant in that it will help to realize the effectiveness of school teachers to prevent teacher shortage and to improve the quality education by showing their abilities to cope with stress by proper management in school cohesion as well.

1.2 Objective of the Study

The specific objective of the present study was to have a description of the present state of **occupational stress** of the teachers of Purulia district.

2. Brief Acquaintances with the Psychological Construct

The brief acquaintances with the psychological constructs of the research are presented hereunder.

2.1 Occupational Stress

Occupational stress is a growing problem worldwide, which results in substantial loss both to employees and organizations (**Cotton & Hart, 2003**), occupational stress can be defined as a situation where occupation related factors interact with the employees in a manner that disrupt or enhances his/her physiological conditions forcing them to deviate from normal functioning. Stress can be defined as a physical and emotional reaction to potentially threatening aspects of the environment. Job stress occurs when a person experiences stress from a specific job-either excessive demands are being made or reasonable demands are being made that individuals are ill-equipped to handle.

Quick, Campbell, Henderson and Demetria, (May 2016) defined that Occupational stress is psychological stress related to one's job. Occupational stress refers to a chronic condition. Occupational stress can be managed by understanding what the stressful conditions at work are and taking steps to remediate those conditions. **Sulsky and Smith, (2007)** have been opined that Occupational stress is a concern for both employees and employers because stressful job conditions are related to employees' emotional well-being, physical health, and job performance. Teacher shortage is a serious problem facing school administrators today. In response to increased work demands, and the challenge of educating a diverse student population, many teachers are leaving the field of education, citing stress or dissatisfied in their workplace as a primary reason for leaving.

3. Review on Occupational Stress

Singh and Valsaraj, (2011) studied the comparison of the occupational stress among teachers in different schools and found out that there was a significant difference in occupational stress of teachers in different schools. Higher levels of occupational stress have been associated with poor teacher performance, absenteeism and leaving the job (**Kyriacou, Kunc, Stephens & Hultgren, 2003**).

Occupational stress in the human service professions, particularly among teachers, has been a focus of study in the last two decades. Most surprisingly, school teachers have been considered to be under stress undergoing the process of stress or suffering from depressive symptoms (**Ghani, Ahmad & Ibrahim, 2014**). A number of factors have been shown to influence teachers' decisions about staying on or leaving the profession, including job stress, job satisfaction, resilience and self-efficacy (**Chan, Lau, Nie, Lim, & Hogan, 2008**).

4. Methods

The present study was carried out through **descriptive survey method**. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

4.1 Sample

A sample is called representative when it reflected an accurate proportional representation of the population under study. To make the sample representative stratified random sampling technique was adopted. In the present study, the secondary and higher secondary school teachers were randomly selected as sample from 32 schools of 16 educational blocks out of 23 educational block of Purulia district in West Bengal, India.

4.1.1 Source of Sample

Government, Government aided and Government Sponsored Secondary and Higher Secondary Schools of Purulia district in West Bengal, India, were considered as the source of sample.

4.1.2 Sample Size

196 female teachers and 406 male teachers were participated in the study.

Table-4.1.2: Gender-Wise Distribution of Sample

Gender		Total
Female teacher	Male teacher	
196	406	602

4.1.3 Sample Characteristics

- (a) The secondary and higher secondary school teachers were taken.
- (b) Only Bengali medium school teachers were taken.

4.1.4 Sampling Technique

In the present study “*Stratified Random Sampling Technique*” was adopted.

4.2 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.

4.2.1 Teacher Stress Inventory (TSI) (Fimian, 1988)

The instrument “*Teacher Stress Inventory (TSI)*” employed in this study. This inventory has been developed by **Fimian, (1988)**. The “*Teacher Stress Inventory (TSI)*” was developed to assess occupational stressors specific to teachers. Any stress measuring tool especially for the teachers more accurately depicts occupational stressors experienced in the field of education, and this is therefore more appropriate for use in the present study than the other tools focusing on general occupational stress.

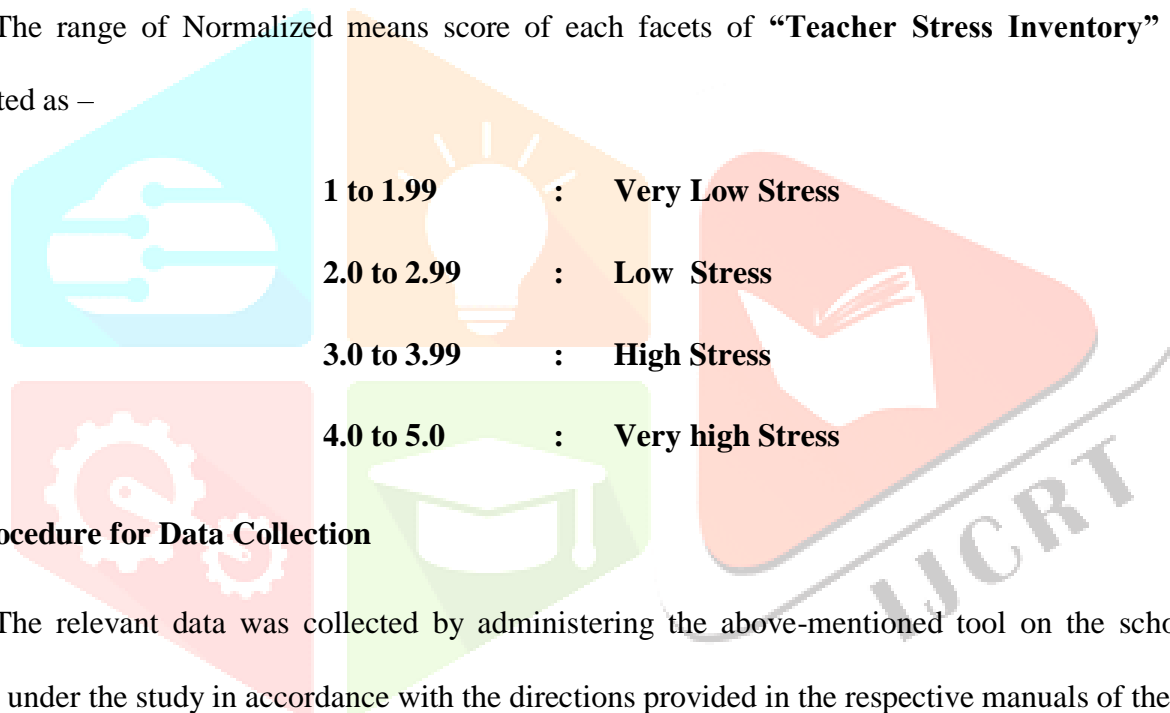
The “*Teacher Stress Inventory (TSI)*” is a four page inventory that includes total 49 items (**Fimian, 1988**). The items are clustered in 10 factors separated into sources of stress and manifestations of stress. Sources of stress include – (a) time management, (b) work-related stressors, (c) professional distress, (d) discipline and motivation, (e) professional investment and Sources of manifestations include – (f) Emotional Manifestation (g) Fatigue Manifestation (h) Cardiovascular Manifestation (i) Gastrovascular Manifestation and (j) Behavioural Manifestation.

The testing begins with the directions for completing the identified items (Fimian, 1988). The items are followed by a 5-point Likert-type scale and the scale ranges from 1 (no strength; not noticeable) to 5 (major strength; extremely noticeable).

Clearly the dimensions are consisted of unequal number of items. The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows:

Normalized mean = (Dimension Mean/Number of Items of the Dimension) × Total number of items of the scale. [As for example, in Time Management: Normalized Mean = 3.19 (i.e., Mean/8, i.e., Number of Items of Time Management) × 49]

The range of Normalized means score of each facets of “Teacher Stress Inventory” (TSI) may be interpreted as –



4.3 Procedure for Data Collection

The relevant data was collected by administering the above-mentioned tool on the school teachers as subjects under the study in accordance with the directions provided in the respective manuals of the tools.

4.4 Statistical Techniques

The descriptive statistics was presented by computing 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 teachers;) the descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

5. Results of the Study

Quantitative research in **descriptive survey method** was adopted to find out the experiences of stress of the teachers of secondary and higher secondary schools in Purulia District. Descriptive statistics of the scores of **Occupational Stress** of the teachers of Purulia district are reported herewith in the following table.

Table-5.1: Descriptive Statistics of Occupational Stress of Teachers

Different Facets of Occupational stress	N	Range	Min.	Max.	Mean	Std. Deviation
Time Management	602	3.88	1.00	4.88	3.19	0.66
Work Related Stress	602	3.83	1.00	4.83	3.00	0.68
Professional Distress	602	4.00	1.00	5.00	3.27	0.97
Discipline and Motivation	602	4.00	1.00	5.00	2.82	0.95
Professional Investment	602	4.00	1.00	5.00	2.64	0.87
Emotional Manifestation	602	4.00	1.00	5.00	2.42	1.06
Fatigue Manifestation	602	4.00	1.00	5.00	2.34	1.05
Cardiovascular Manifestation	602	4.00	1.00	5.00	2.54	1.21
Gastro-Vascular Manifestation	602	4.00	1.00	5.00	2.06	1.00
Behavioural Manifestation	602	4.00	1.00	5.00	2.12	0.92
Occupational stress (in Totality)	602	3.26	1.24	4.50	2.64	0.62

Results of the Table-5.1 exhibits the descriptive statistics of **“Occupational Stress”** scores obtained by the secondary and higher secondary school teachers of Purulia district. In case of *Time Management* the “minimum” of the scores was 1.00 and the “maximum” of those was 4.88 and the range was 3.88; the “mean” and “standard deviation” of the said distribution were 3.19 and 0.66 respectively. Next, in case of *Work Related Stress* the “minimum” of the scores was 1.00 and the “maximum” of those was 4.83 and the range was 3.83; the “mean” and “standard deviation” of the said distribution were 3.00 and 0.68 respectively. Then, in case of *Professional Distress* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 3.27 and 0.97 respectively. Then in case of *Discipline and Motivation* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 2.82 and 0.95 respectively. Then in case of *Professional Investment* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 2.64 and 0.87 respectively. Then in case of *Emotional Manifestation* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 2.42 and 1.06 respectively. Then in case of *Fatigue Manifestation* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the

range was 4; the “mean” and “standard deviation” of the said distribution were 2.34 and 1.05 respectively. Then in case of *Cardiovascular Manifestation* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 2.54 and 1.21 respectively. Then in case of *Gastrovascular Manifestation* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 2.06 and 1.00 respectively. Then in case of *Behavioural Manifestation* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 2.12 and 0.92 respectively. Finally, in **Teachers Stress (in totality)** the “minimum” of the scores was 1.24 and the “maximum” of those was 4.50 and the range was 3.26; the “mean” and “standard deviation” of the said distribution were 2.64 and 0.62 respectively.

Figure-5.1(a) depicts the histogram with normal curve of occupational stressors scores of the teachers considering male and female as a whole.

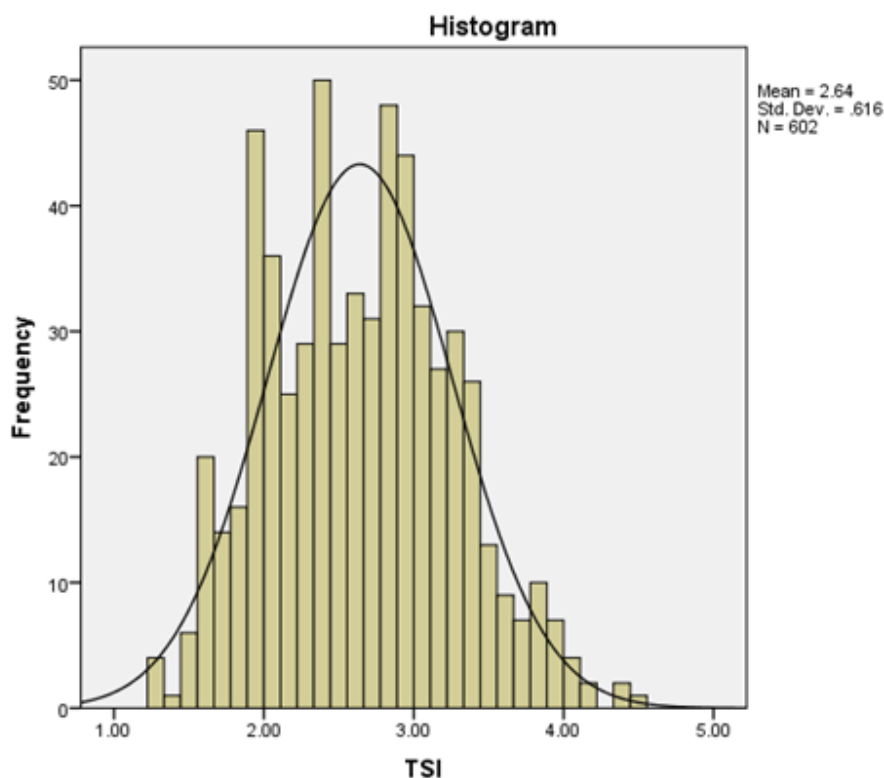


Figure-5.1(a): Histogram with normal curve of occupational stressors scores of the teachers considering male and female as a whole.

6. Discussions

The purpose of this study was to explore the Present status of “**Occupational Stress**” of the secondary and higher secondary school teachers of Purulia district. Here the discussions of the results of descriptive presentation are reported herewith.

It was observed from table-5.1 that the teachers experienced –

- (a) **High** stress in case of *Time Management, Professional Distress and Work Related Stress*; and
- (b) **Low** stress in case of *Discipline and Motivation, Professional Investment, Emotional Manifestation, Fatigue Manifestation, Cardiovascular Manifestation, Gastro-vascular Manifestation, Behavioural Manifestation* and **Teachers Stress (in totality)**.

7. Conclusion

From the result and subsequent discussion it might be concluded that the school teachers of Purulia District experienced low strength of Stress in majority of the facets of Occupational Stress and also in **Occupational Stress (in totality)**. So, it had been reflected that, their stressful event in work lives being barely noticeable. They might have diligent in their work lives, able to cope with stressful event, exhibits well perform in maintaining discipline in the classroom and motivating the students, well control over the administrative work.

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