



A Study On The Occupational Stress Of The General Degree College Teachers Of Purulia District

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Abstract

Stress plays a major role in teachers' daily lives at present. This study is carried out to determine the current level of occupational stress experienced by general degree college teachers of Puruliadistrict. A descriptive survey technique was used to conduct the study, and 396 college teachers in the Purulia district were randomly selected to receive the Teacher Stress Inventory (TSI) (Fimian, 1988). The results of the present study revealed that on an average, college teachers experienced high stress in **Time Management** and **Work Related Stress**; low stress in **Professional Distress, Discipline and Motivation, Professional Investment, Emotional Manifestation, Fatigue Manifestation, Cardiovascular Manifestation, Gastro-vascular Manifestation, Behavioural Manifestation** and also in **Teachers Stress (in Totality)**. Hence, it can be inferred that the general degree college teachers in the Purulia district generally exhibited low levels of occupational stress across various dimensions, as well as in overall occupational stress levels.

Key Words: Stress, Occupational Stress, Professional Distress, Work Related Stress

1. Introduction

Occupational stress among college teachers is a pervasive and complex phenomenon that warrants investigation due to its significant implications for individual well-being and educational outcomes. It can be defined as the emotional, cognitive, and physiological strain experienced when individuals perceived a disconnect between the demands of their job and their ability to cope with it. Occupational stress has been a subject of interest for researchers across various disciplines.

According to **Selye (1956)**, stress is the nonspecific response of the body to any demand placed upon it. This foundational definition underscores the universal nature of stress and its potential to manifest in diverse contexts, including the academic setting. In the context of teaching, **Kyriacou (2001)** emphasizes that occupational stress arises from various sources, including workload, student behavior, and administrative demands. Moreover, studies by **Maslach and Jackson (1981)** have highlighted the multidimensional nature of occupational burnout, encompassing emotional exhaustion, depersonalization, and reduced personal accomplishment, which are pertinent to understanding the experiences of college educators.

Furthermore, the transactional model of stress proposed by **Lazarus and Folkman (1984)** elucidates how individuals appraise and cope with stressors, emphasizing the role of cognitive appraisal processes in shaping stress responses. This theoretical framework provides a lens through which to explore the subjective experiences of college teachers and their perceptions of stressors within the academic environment.

In light of these perspectives, this study aims to probe into the occupational stress experienced by college teachers, examining its sources, manifestations, and potential consequences. By shedding light on this underexplored aspect of academic life, it seeks to inform interventions and support mechanisms aimed at enhancing teacher well-being and optimizing educational outcomes.

1.1 Objective of the Study

The main objective of the study was to find out the present status of occupational stress among the general degree college teachers of Purulia district.

2. Occupational Stress

Occupational stress can be understood as the emotional, cognitive, and physiological strain experienced when individuals perceive a misalignment between the demands of their job and their ability to cope effectively (**Behr & Newman, 1978**). According to **Lazarus and Folkman (1984)**, occupational stress arises from an individual's appraisal of job-related demands as exceeding their resources, leading to a state of psychological distress. Occupational stress is characterized by feelings of pressure, tension, and strain resulting from factors such as workload, role ambiguity, interpersonal conflicts, and lack of control over

work-related situations (**Sauter, Hurrell Jr, & Cooper, 1989**). A more comprehensive definition by **Quick and Quick (1984)** describes occupational stress as a condition characterized by the interaction of job demands with individual resources and abilities, resulting in psychological, physiological, and behavioral responses that may impact health and well-being.

3. Review Literature

Ghosh, Adhikari, and Mahato (2020) conducted a comparative study on occupational stress among male and female teachers. Their findings revealed that male teachers experienced less stress compared to their female counterparts. Interestingly, both male and female teachers in self-financed degree colleges reported nearly equal levels of occupational stress. **Yadav (2017)** explored stress levels among art teachers in aided degree colleges versus self-financed degree colleges. The study found that art teachers in aided degree colleges experienced higher occupational stress, while teacher educators in self-financed colleges faced greater stress than those in aided degree colleges. In a separate study conducted by **Karmakar, Saha, Char, and Adhikari (2023)**, secondary and higher secondary school teachers in Purulia district were found to experience low stress levels. **Weiskopf, P. (1980)** explored the burnout process among helping professionals and teachers of exceptional children. The literature review highlighted causes and symptoms of burnout, specifically applied to the field of special education. Special education teachers, due to factors such as work overload, lack of perceived control, extensive direct contact with children, non-directive program structures, and responsibility for others, are susceptible to varying degrees of occupational stress that can lead to burnout. The study emphasizes the need for prevention measures and concludes that burnout among teachers of exceptional children exists, although further research is necessary to document its incidence. **Cunningham, W.G. (1983)** delved into the phenomenon of teacher burnout. His comprehensive review highlighted the physical, emotional, and attitudinal exhaustion experienced by educators. The study identified several stress factors contributing to burnout, including inordinate time demands, inadequate relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity, limited promotional opportunities, and lack of support.

4. Methods:

A descriptive survey method was adopted for the present study. Below are the details related to the sample, research tool, data collection procedure, and statistical techniques used:

4.1 Variables:

The variable investigated in this study was **Occupational Stress**.

4.2 Sample:

A sample is considered representative when it accurately reflects the proportional distribution of the population under study. To achieve this, we employed a **stratified random sampling technique**. Specifically, in the present study, **396** general degree college teachers were randomly selected from, general degree colleges of Purulia district, West Bengal, India.

4.3 Research Tool:

For data collection, we utilized a research tool that met the criteria of relevance, appropriateness, reliability, validity, and suitability. A brief description of the tool is provided below.

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

The study employed the “**Teacher Stress Inventory (TSI)**” developed by **Fimian (1988)**. This inventory consists of a total of **49 items**, organized into **10 factors**. Each item is accompanied by a Likert-type scale ranging from 1 (indicating no strength or not noticeable) to 5 (representing major strength or extremely noticeable). Participants rated the statements based on their perceptions, with 1 corresponding to “definitely not,” 2 to “probably not,” 3 to “undecided,” 4 to “probably,” and 5 to “definitely.”

Table-4.3.1: Factor wise Distribution of Items of Teacher Stress Inventory (TSI)

Sl. No.	Factors	Items
1.	Time Management	8
2.	Work-Related Stressors	6
3.	Professional Distress	5
4.	Discipline and Motivation	6
5.	Professional Investment	4
6.	Emotional Manifestation	5
7.	Fatigue Manifestation.	5
8.	Cardio-vascular Manifestation	3
9.	Gastro-vascular Manifestation	3
10.	Behavioural Manifestation	4

The factors in the study consist of an unequal number of items. To make the mean score of each dimension comparable, a normalization procedure was applied as follows:

4.4 Normalized Mean Calculation

The sum of item responses within a factor (or the total scale) was divided by the number of items in that factor (or the total scale). This normalized mean value fell within the range of 1 to 5, with 3 representing the mid-point (indicating moderate stress). Scores toward the higher end of the scale should be considered potential stress indicators.

Interpretation of Normalized Mean Scores for the “Teacher Stress Inventory (TSI)”:

Normalized Mean Score	Stress Level
1.00 to 1.99	: Very Low Stress
2.00 to 2.99	: Low Stress
3.01 to 4.00	: High Stress
4.01 to 5.00	: Very High Stress

However, it's important to note that according to the test manual, a “mild strength rating” corresponds to a value of 1.9.

4.5 Procedure for Data Collection

The study obtained necessary permissions from the heads of the institutions to collect relevant data. The data were then collected by administering the aforementioned tool to the subjects under study, following the directions provided in the tool's manual.

4.6 Analysis of the Collected Data

Descriptive statistics were computed using **SPSS-20 software**. To know the occupational stress, various statistical techniques were applied. These included calculating and interpreting measures such as minimum, maximum, range, mean, and standard deviation.

5. Results on Occupational Stress

A quantitative study using a descriptive survey approach was used to find out about the stress experiences of general degree college teachers in the Purulia District. The following table provides descriptive information about the Occupational Stress scores of Purulia district college teachers.

Table-5.1: Descriptive Statistics of Occupational Stress of General Degree College Teachers (Considering Male and Female as a Whole)

Different Facets of Teacher Stress	N	Range	Mini	Max	Mean	Std.Dev.	Remark
Time Management	396	2.00	2.38	4.38	3.33	0.27	High
Work Related Stress	396	2.00	2.17	4.17	3.24	0.41	High
Professional Distress	396	2.80	1.40	4.20	2.33	0.62	Low
Discipline and Motivation	396	3.33	1.00	4.33	2.37	0.49	Low
Professional Investment	396	3.50	1.00	4.50	2.16	0.82	Low
Emotional Manifestation	396	2.80	1.00	3.80	1.80	0.51	Very Low
Fatigue Manifestation	396	3.80	1.00	4.80	1.91	0.85	Very Low
Cardiovascular Manifestation	396	3.33	1.00	4.33	1.82	0.68	Very Low
Gastro-VascularManifestation	396	3.33	1.00	4.33	1.76	0.58	Very Low
Behavioural Manifestation	396	2.50	1.00	3.50	1.71	0.44	Very Low
Teachers Stress	396	1.92	1.90	3.82	2.39	0.30	Low

Table-5.1.2.1 exhibits the descriptive statistics of “**Occupational Stress**” score obtained by the general degree college teachers (both male and female as a whole) in the present study. In case of **Time Management** the “minimum” of the scores was 2.38 and the “maximum” of those was 4.38 and the range was 2.00; the “mean” and “standard deviation” of the said distribution were 3.33 and 0.27 respectively. Next, in case of **Work Related Stress** the “minimum” of the scores was 2.17 and the “maximum” of those was 4.17 and the range was 2.00; the “mean” and “standard deviation” of the said distribution were 3.24 and 0.41 respectively. Then, in case of **Professional Distress** the “minimum” of the scores was 1.40 and the “maximum” of those was 4.20 and the range was 2.80; the “mean” and “standard deviation” of the said distribution were 2.33 and 0.62 respectively. Then in case of **Discipline and Motivation** the “minimum” of the scores was 1.00 and the “maximum” of those was 4.33 and the range was 3.33; the “mean” and “standard

deviation” of the said distribution were 2.37 and 0.49 respectively. Then in case of **Professional Investment** the “minimum” of the scores was 1.00 and the “maximum” of those was 4.50 and the range was 3.50; the “mean” and “standard deviation” of the said distribution were 2.16 and 0.82 respectively. Then in case of **Emotional Manifestation** the “minimum” of the scores was 1.00 and the “maximum” of those was 3.80 and the range was 2.80; the “mean” and “standard deviation” of the said distribution were 1.80 and 0.51 respectively. Then in case of **Fatigue Manifestation** the “minimum” of the scores was 1.00 and the “maximum” of those was 4.80 and the range was 3.80; the “mean” and “standard deviation” of the said distribution were 1.91 and 0.85 respectively. Then in case of **Cardiovascular Manifestation** the “minimum” of the scores was 1.00 and the “maximum” of those was 4.33 and the range was 3.33; the “mean” and “standard deviation” of the said distribution were 1.82 and 0.68 respectively. Then in case of **Gastro-vascular Manifestation** the “minimum” of the scores was 1.0 and the “maximum” of those was 4.33 and the range was 3.33; the “mean” and “standard deviation” of the said distribution were 1.76 and 0.58 respectively. Then in case of **Behavioural Manifestation** the “minimum” of the scores was 1.00 and the “maximum” of those was 3.50 and the range was 2.50; the “mean” and “standard deviation” of the said distribution were 1.71 and 0.44 respectively. Finally, in **Teachers Stress** (in totality) the “minimum” of the scores was 1.90 and the “maximum” of those was 3.82 and the range was 1.92; the “mean” and “standard deviation” of the said distribution were 2.39 and 0.30 respectively.

6. Discussion

From the table-5.1 we got the descriptive statistics of “**Teachers Stress Inventory**” (TSI) scores in different facets of the Inventory obtained by the teachers considering both genders (male and female) as a whole. It was observed that – (a) On an average the teachers experienced **high stress** in **Time Management** (mean score 3.33) and **Work Related Stress** (mean score 3.24) (b) On an average the teachers experienced very **low stress** in **Professional Distress** (mean score 2.33), **Discipline and Motivation** (mean score 2.37), **Professional Investment** (mean score 2.16), and On an average the teachers expressed low stress in **Teachers Stress (in Totality)** (mean score 2.39). (c) **Emotional Manifestation** (mean score 1.80), **Fatigue Manifestation** (mean score 1.91), **Cardiovascular Manifestation** (mean score 1.82), **Gastro-vascular Manifestation** (mean score 1.76), **Behavioural Manifestation** (mean score 1.71).

7. Conclusion

From the result and subsequent discussion it might be concluded that the teachers of general degree college of Purulia District considering both gender (male and female) as a whole, experienced low strength of occupational stress in majority of the facets of occupational stress and also in **occupational stress (in totality)**. The result indicates a good working environment prevailing in the general degree colleges of Purulia district. It reflects the possibility of development in the higher educational institutions of Purulia District.

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