



A Study on Occupational Stress among Teacher Educators in Colleges of Education

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Abstract

The current study examines teacher educators' occupational stress in relation to gender and college type. Random sampling techniques were used to choose a sample of 87 teacher educators. The study was carried out using the Descriptive Survey Method. The data was gathered using Srivastava and Singh's Occupational Stress Index. The results show that 13.8% of teacher educators have low occupational stress, 37.9% have moderate occupational stress, and 48.3% have high occupational stress. In terms of occupational stress, there is no significant difference between male and female teacher educators, and Teacher educators in the government college are less stressed than those in the private college.

Key words: Occupational Stress, Teacher Educators, Gender, Type of College.

Introduction

Stress can be defined as any type of change that causes physical, emotional or psychological strain. Our body's response to anything that needs attention or action is called stress. "Stress" is derived from the Latin word "Stringere," which means "to draw tight." The majority of lifestyle diseases are induced by stress, whether at work or elsewhere. Most people are concerned about stress, and it has become a topic of conversation among individuals from all walks of life. When organizations like the Occupational or work-related strain is defined by the World Health Organization (WHO) as "the reaction people may have when confronted with work demands and pressures that are not suited to their knowledge and abilities and that challenge their ability to cope." it's clear that it's a big deal. Educating has evolved into a stressful profession with many deadlines to meet and obligations to face in addition to teaching a child what is in a textbook.

Need for the study

- Teachers have a lot of power on students who are at an ephemeral stage of life. The students pick up on a teacher's attitude, whether it's positive or negative.
- The teacher's capacity to cope with emotional issues has a significant impact on the emotional

intelligence of students. Citizens with emotional intelligence can be developed by teachers.

- A teacher who can reason about emotions and utilize emotions to promote thinking will be successful in helping students build emotional intelligence.
- Occupational stress is considered as one of the most important work-related depression in organizations, stress related problems cause poor quality of performance, lower job satisfaction, high turnover and increased work absence.

Review of literature

Jena Prakash Chandra (2012) conducted research on "Occupational Stress in B.Ed. College Teachers in Relation to Role Conflict and Self Emotional Management." The purpose of this study was to see if there was a link between occupational stress and self-emotional regulation among B.Ed. instructors from private, government, and aided colleges. The study's findings show that there is a favorable association between occupational stress and self-emotional control among instructors in private, government, and aided B.Ed. colleges. Occupational stress and role conflict had a substantial positive association among instructors in private, government, and aided B.Ed. colleges. Teachers in private, government, and aided B.Ed. colleges have a positive significant link between emotional management and role conflict. **Gupta Jyotika and Sharma Kanupriya (2011)** conducted a research on "Impact of Occupational Stress on Transactional Styles: Role of B.Ed. Colleges". The research aims to investigate the impact of occupational stress and sex on schoolteachers' transactional styles. 180 teachers were included in the study's sample (100 male and 80 female). The Education Resource Centre in New Delhi provided the Transactional Style Inventory, and A K Srivastava and A P Singh provided the Occupational Stress Index. The findings show that instructors who have a low or insignificant degree of stress use functional teaching methods, whereas teachers who are under stress use dysfunctional teaching approaches. **Mehta, Sandhya and Kaur, Sandeep (2009)** Investigated on Technical instructors had higher resource deficiency than non-technical teachers, according to the survey, which was evident across the board and particularly in the younger age group of 30 years. When comparing non-technical instructors to technical teachers, it was discovered that technical teachers had a greater level of personal inadequacy and role ambiguity. **Robbins (2005)** most of us are aware that occupational stress is becoming more common in countries. People says they are stressed out because of greater responsibilities and having to work longer hours as a result of their college's shrinking. We reviewed surveys from high education regarding the stress that comes with balancing work and family financial responsibilities. We will look at the causes and effects of stress in this part, as well as what people and organizations can do to decrease it. **Singh and Sehgal (1995)** In their study on occupational Stress, Strain, and Social Relations of males and females, as well as single and dual-career couples, stress and strain patterns. They discovered that there were no significant differences between male and female teachers on major stress variables. In strains, however, there was a gender difference. When comparing single and dual couples, women were more anxious, while males had greater indications of somatic issues.

Objectives of the study

1. To Assess the level of Occupational Stress among of Teacher Educators
2. To Compare Gender wise Occupational Stress among of Teacher Educators
3. To Compare the Occupational Stress among of Government and Private College Teacher Educators

Hypotheses of the study

1. There is no significant difference between Occupational Stress of Male and Female Teacher Educators

2. There is no significant difference between Occupational Stress of Government and Private College Teacher Educators

Design of the study

The occupational stress of Teacher Educators will be investigated using a descriptive survey method.

Variables of the study

The following variables were selected for the study

Main variables:

- Occupational Stress

Background variables:

- Gender
- Type of Colleges

Sample of the study

In the present study, the simple random sampling technique used to select 12 Colleges of Education affiliated to the University of Mysore. A sample of 87 teacher educators from these colleges was chosen.

Tool used for the study

The data was collected using the Occupational Stress Index (OSI) constructed and standardized by Dr. A.K. Srivastava and A.P. Singh.

Statistical techniques used

Descriptive statistical measures and the t-test were used to analyze the acquired data.

Analysis and interpretation of data

Analysis of the collected data have revealed the following findings.

Table 1: Level of Occupational Stress of Teacher Educators

Sl. No	Level	Percentage	Teacher Educators
1	Low Occupational Stress	13.8%	12
2	Moderate Occupational Stress	37.9%	33
3	High Occupational Stress	48.3%	42

The above table reveals that, Out of 87 Teacher Educators 13.8% of Teacher Educators are Low Occupational Stress, 37.9% of Moderate Occupational Stress and 48.3% High Occupational Stress.

Table 2: Showing that the mean, SD and 't' value for mean score of occupational stress between male and female Teacher Educators.

Gender	N	Mean	SD	df	t-value	Remarks
Male	59	96.16	16.32	85	1.96	Null hypothesis Accepted
Female	28	65.34	15.81			

Table-2 shows that the obtained 't' value 1.96 lesser than the tabled 't' value 2.00 at 0.05 level. Hence, the null hypothesis Ho.1 is accepted. The hypothesis stating there is no significant difference in occupational stress of Male and Female teacher educators.

Table 3: Showing that the mean, SD, and 't' test difference of Government and Private Colleges of Teacher Effectiveness of Teacher Educators.

Type of Colleges	N	Mean	SD	df	t-value	Remarks
Government	10	101.32	8.43	85	6.82	Null hypothesis Rejected
Private	77	103.24	10.62			

Table-3 shows that the obtained 't' value 6.82 is greater than the tabled 't' value 2.660 at 0.01 level. Hence, the null hypothesis Ho.2 is rejected and the alternative hypothesis stating that there is a significant difference in occupational stress of government and private college teacher educators is accepted. Since, the mean value of government college teacher educators (101.32) is lesser than that of the mean value of private college teacher educators (103.24), it is concluded that private college teacher educators have more occupational stress.

Results of the study

1. Out of 87 Teacher Educators 13.8% of Teacher Educators are Low Occupational Stress, 37.9% of Moderate Occupational Stress and 48.3% High Occupational Stress.
2. According to the findings, male and female teacher educators had similar levels of occupational stress.
3. Occupational stress was shown to be lower among government teacher educators than among private teacher educators.

Conclusion and implications

Occupational stress has become more widespread in the teaching profession, owing to rising occupational difficulties and individual economic pressures. When we talk about stress among teachers, it comes from the system's working conditions and environment. Occupational stress was not shown to differ by gender in this study, although private teacher educators were found to be more stressed than government teacher educators. "The greatest amount of stigma comes from other teachers. Often when teachers express stress, comments are made such as 'If you can't handle it, leave.' There is not a lot of support within the profession." Teachers must prioritize self-care since stress is extremely personal and varies from person to person. For some teachers, this may entail engaging in personal stress coping skills like mindfulness and exercise, while for others, reaching out to friends, family, coworkers, administrators, and health care professionals is required and crucial. Teachers, on the other hand, must feel comfortable discussing stress without fear of stigma, whether perceived or genuine. To minimize negative consequences for teachers, policymakers, stakeholders, educators, and management must discover ways to reduce their stress levels, such as creating pleasant working conditions, reducing workloads, job security, and maximum provision of amenities, among other things.

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