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OCCUPATIONAL STRESS AMONG FEMALE COLLEGE TEACHERS WORKING IN ARTS AND SCIENCE COLLEGES IN TRICHY

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Abstract

The teaching profession is commonly considered an honorable career with lots of expectations from numerous units of society. In recent days, the profession of teaching has become more challenging particularly in colleges. There are many challenges in the work environments, like competition, technological advancements, lack of time to accomplish the task greater uncertainty, and others that have resulted in higher occupational stress. More often it is seen that the occupational stress level of female teachers is especially larger than their male counterparts because they have to perform multiple roles both at home and college. The prime objective of this study is to assess the level of occupational stress among female college teachers. This study adopted a descriptive survey method. The population of the study comprised 190 female college teachers from arts and science colleges in Trichy city. 'Occupational Stress Index' (Srivastava and Singh) was used to assess the stress in the research population. The results revealed that the overall stress level is moderate in female university/college teachers and it is more in science discipline teachers than art discipline teachers. The occupational stress has to turn out to be an inseparable factor of teaching. The occupational stress among women in the teaching profession especially at the university/college level may be channelized in a proper and scheduled way.

Keywords: Occupational Stress, College Teachers, Organization, Stress.

Introduction

Stress is the pressure that humans feel in their own life. Stress is defined as the harmful physical and emotional pressure that affects the physical and mental health of human beings (Islam et al. 2012). Stress is increasing all over the world because of globalization and the economic crisis, which affects all professions, families, and societies (Bharatai and Newman 1978).

The National Institute for Occupational Safety and Health (NIOSH) (1999) defines "Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker". "Occupational stress is a condition worth interacting with worker characteristics is to disrupted psychological and physiological homeostasis" Margolis and Kores (1974). As the information and communications technologies are advanced, growing diversity in the workplace and an increased mental workload the work-related stress also increases (Landsbergis 2003). In Europe, occupational stress is considered a risk-assessable disease (Clarke and Cooper 2000). The employees are in highly stressful circumstances in the pursuit of organizational excellence, as a result, they are experiencing high stress in the job (Jestin and Gampel 2002). There are many challenges in the work environments, like competition, technological advancements, lack of time to accomplish the task greater uncertainty, and others that have resulted in higher occupational stress (Hall and Savery 1986).

It is normally discovered that occupational stress is excessive amongst teachers working in universities and colleges. They work in socially isolated environments embowered by hostile views and usually the threat of physical abuse, and at the same time under constant fear and threat of responsibility for every action of each own self which of the pupil. This alone could be enough motive for pressure for an individual. Dhruv Kumar and Deo (2011) stated that junior college teachers experienced a significantly higher level of occupational stress than senior college teachers. The majority of the studies focusing on occupational stress were done for school teachers compared to college teachers. So, the present study aimed to measure the level of occupational stress among female college teachers working in the arts and science discipline.

Method

Participants

A total of 190 female college teachers have participated in this study. The participants were taken from six colleges in Trichy out of twenty-six colleges through a stratified random sampling procedure. Participants were divided into two groups based on the discipline. Group 1 consists of 95 Arts college teachers and Group 2 consists of 95 Science college teachers.



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Material

The Occupational Stress Index (Srivastava and Singh, 1981) was used for the present study which consists of 12 subscales (Powerlessness, Role Ambiguity, Under participation, Intrinsic impoverishment, Responsibility for persons, Poor peer relations, Role Overload, Unprofitability, Unreasonable group & political pressure, Strenuous working condition, Low status, Role conflict). Total of forty-six objects each is to be rated on a five-factor scale. The dimensions are purposed to measure the quantity of stress which employees understand arising from numerous elements and situations in their job.

Procedure

The Occupational Stress Index was administrated for both groups. The following instructions were given to the subject.

"Be seated comfortably, on the following pages there are 46 statements related to occupational stress. Kindly read each statement carefully and decide your responses on the five options "Strongly disagree/ Disagree/ Undecided/Agree/ Strongly Agree". Put a tick mark in the appropriate box, which one is appropriate to you. Do not omit any of the statements and try to finish as quickly as possible".

Scoring

The occupational stress index consists of forty-six objects every to be rated on a five-factor scale. Out of forty-six items, 28 are "authentic keyed gadgets" and the relaxation 18 are "false keyed objects". The dimensions are purposed to measure the quantity of stress which employees understand arising from numerous elements and situations in their job.

Table 1: guidelines to score the responses given to two categories of items.

Categories of response	Scores for authentic keyed items	Scores for false keyed items
Strongly disagree	1	5
Disagree	2	4
Undecided	3	3
Agree	4	2
Strongly agree	5	1

The total maximum score of the occupational stress index is 230. The participants are classified into 3 levels low, moderate, and high based on the total score obtained in the occupational stress index. A score between 46 and 127 indicates a low level, a score between 128 and 150 indicates a moderate level and a score between 151 and 230 indicates a high level.

Method of data collection

The researcher visited six arts and science colleges in Trichy. The principal of the college was approached and the purpose and importance of this study were explained by the investigator. After obtaining permission, the investigator met the participants and established rapport. The investigator distributed the questionnaires along with a personal data sheet and provided instructions for the tool according to the manual. The data was collected under the supervision of the investigator. The collected tools were scored as per the scoring keys. The data were further classified based on demographic variables other than disciplines.

Statistical analysis

The statistical procedure used to analyze the level of occupational stress among the participants was a t-test.

Results

In general table 2 represents the level of occupational stress of female college teachers. From the table, it is observed that female college teachers had displayed 36.9% low, 52.2% moderate, and 10.8% high levels of occupational stress respectively. Thus, it is evident from the analysis that out of 190 female college teachers, more than half of the teachers (n= 98) were in the moderate stressed group and they were experienced stressful situations in their occupation.

Table 2: The level of occupational stress among female college teachers

Level of Occupational Stress	No. of Respondents (N= 190)	Percentage (%)
Low	76	40
Moderate	98	51.6
High	16	8.4



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The table 3 shows that the female college teachers in science discipline displayed 39.5% low, 56.8% moderate and 13.6% high level of occupational stress.

Table 3: occupational stress among female college teachers in science discipline

Level of Occupational Stress	No. of Respondents (N= 95)	Percentage (%)
Low	28	29.5
Moderate	54	56.8
High	13	13.6

The table 4 shows the occupational stress level in female college teachers of art discipline., which indicates, 50.5%, 46.3% and 3.2% of low, moderate and high levels respectively.

Table 4: occupational stress among female college teachers in arts discipline

Level of Occupational Stress	No. of Respondents (N= 95)	Percentage (%)
Low	48	50.5
Moderate	44	46.3
High	3	3.2

So, there is a difference in occupational stress of female college teachers concerning discipline. The above tables represent that occupational stress is relatively less for female teachers from arts discipline compared to science discipline.

Discussion and Conclusion

Similar to the current study, Abirami (2012) compared the level of occupational stress among arts and science college teachers and found that there is a significant difference among the comparison groups. Cooper and Kelly (1993) stated that over workload and coping with the relationship with colleagues is a major purpose of teacher's stress. Irrespective of locality of work there is no significant difference in the job stress among teachers working in government aided colleges (Gandhi, 2017).

According to Vipinder and Kaur (2014) the mild or moderate level of stress encourages one to be productive in job whereas high level stress hampers the physical and mental health and affects the overall perform. In truth, one honestly needs a mild to moderate level of stress to help aware and perform well. Steers, (1981); Schermerhorn et al., (2000); Little et al., (2007) mentioned that mild ranges of pressure or stress can also motivate us or improve performance, efforts for work, diligence and stimulate creativity. Hence, it's miles concluded that the profession of teaching has to turn out to be pretty tough as the academicians face many varieties of troubles due to which their occupational stress level seems to increase. Consequently, occupational stress has to turn out to be an inseparable factor of teaching. The occupational stress among women in the teaching profession especially at the university/college level may be channelized in a proper and scheduled way.

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