

A Study of Occupational Stress among Teacher Educators in Relation to Gender and Position

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Abstract: The importance of education has been widely recognized in today's information culture. In all developing countries devote a significant portion of their budget to education. More investment in education is intended because it is the only industry that reimburses more than it yields. This compensation could come in the form of new inventions or facilities. Teachers play an important role in the educational system of many countries because the success of educational institutions is typically contingent on teachers, who educate the nation's most valuable assets, including college students. As a result, teacher success is a critical concern for all educational institutions. Different stress contributing factors that occur either within or outside of the academic institution, that obstruct the performance of teachers, resulting in a decrease in individual as well as institutional productivity, negatively encourage the teacher's overall performance.

Keywords:

1. Introduction

The importance of education has been widely recognized in today's information culture. In all developing countries devote a significant portion of their budget to education. More investment in education is intended because it is the only industry that reimburses more than it yields. This compensation could come in the form of new inventions or facilities. Teachers play an important role in the educational system of many countries because the success of educational institutions is typically contingent on teachers, who educate the nation's most valuable assets, including college students. As a result, teacher success is a critical concern for all educational institutions. Different stress contributing factors that occur either within or outside of the academic institution, that obstruct the performance of teachers, resulting in a decrease in individual as well as institutional productivity, negatively encourage the teacher's overall performance.

Teacher education is referred to as a vocation rather than a career. The reason for this is that it is a transitional phase in which an unusable raw material is converted into a useful final commercial product. Various methods, instruments, and machinery were used in the process until it reached its final form. The raw material for the teacher education process is students from various streams; the process includes the teacher instructor and professor, as well as the various teaching techniques used by them; and the final productive result is a competent pupil-teacher. Teacher teaching is a difficult task in and of itself. The main distinction between humans and animals is that animals can be conditioned, while humans cannot.

Different pupils with various educational backgrounds attend teacher training classes, including Science, Mathematics, Languages, Arts, Commerce, and Humanities. It is extremely difficult for teacher educators to comprehend and student's educational experience and requirements. It is important to increase the teaching quality of current teachers in order to enhance the quality of future teachers.

2.Occupational Stress

The word "work-related stress" or "work stress" has its origins in the field of organisational behaviour. With the collapse of Taylor's experimental administration and the bouncing of the human connection revolution after the great crash in the Stock Exchange of America in 1929, organisational behaviour appeared as a distinct field of science.

This great crash in America signalled the start of the Great Depression, which resulted in widespread unemployment, decreased buying power, market failure, and lowered people's standard of living. This phenomena gradually spread across the globe. This depression causes management to recognise the value of staffing as well as major functions in order to create a successful business.

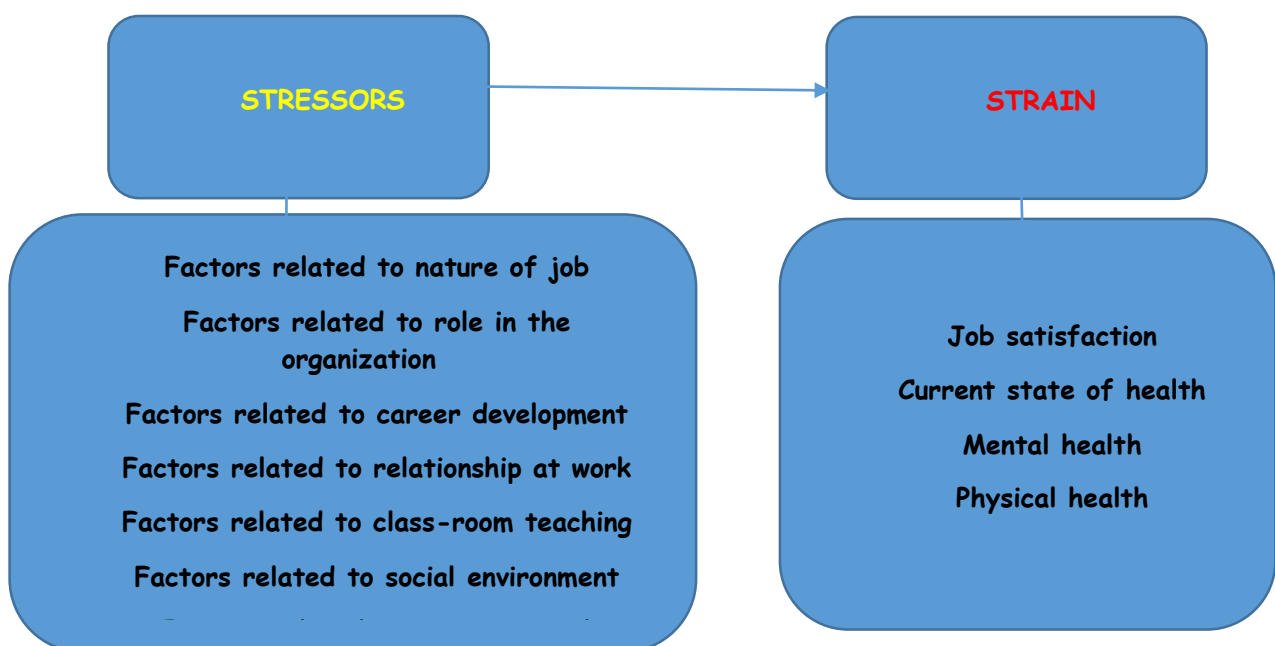
As a result, a new trend known as the Human Relation Movement arose, which placed a strong focus on staff cooperation and morale. People were to be regarded as human beings rather than robots in this system. They had

their needs and complaints heard, and they were engaged in decision-making, especially in regard to working conditions. As a result, the human relations movement grew and flourished.

Stress is commonly associated with negative connotations. It's thought to be exacerbated by an unwelcome stimuli, such as a high workload assigned by a supervisor without acknowledgment, a family member's illness, or other superior criticism for poor results. Both of these things indicate that you're in a state of distress. However, there is a positive side of the coin that is believed to be induced by good factors, such as increased workload due to a new career advancement, the opportunity to see loved ones outside of a busy schedule, or some formal suggestion made by superior for improved results. Both of these items are examples of eustress. The founders in stress research from the 1960s coined the latter concept.

Eustress refers to constructive or beneficial stress, while depression refers to stress responses to negative activities or behaviour. Psychological disorders such as depression, anxiety, and post-traumatic stress disorder are also examples of stress-related disorders. "Stress is a stimuli or condition to which a person responds by activating acquired coping mechanisms controlled by the homeostasis theory .

3.Occupational Stress Model Adopted In The Study



4.Statement Of The Problem

"A Study of Work Stress among Teachers Educators in relation to Gender and Position." The main purpose of the present study is

- (i) To study the extent and levels of various variables under study i.e. work stress, job satisfaction, mental & physical health among teacher educators
- (ii) To investigate gender and positional disparities in work stress, job satisfaction, mental and physical health among teacher educators
- (iii) To investigate the association effects of attribute variables such as gender and place on work stress, job satisfaction, mental and physical health.
- (iv) To determine the type and extent of the relationship between the active variable, work stress, and the associated factors, career satisfaction, mental and physical wellbeing.
- (v) To determine the type and degree of interaction between associated variables, such as job satisfaction, mental and physical health; and
- (vi) To determine the best predictors of work stress among teacher educators

5.Objectives Of The Study

Following are the objectives of the present study:

- The aim of this study is to determine the degree and severity of job stress among teacher educators.
- To find out how satisfied teacher educators are in their employment.
- Determine the scope and severity of mental health issues within teacher educators.
- Determine the magnitude and severity of teacher educators' physical fitness.

6.Review Of Literature

Manjul, C. (2007) The study's aim was to elicit stress-causing personality, interpersonal, and system variables. A total of 150 teachers from 20 separate schools were hand-picked. The study's objective was served by a self-developed questionnaire with 30 items. The study discovered that teachers over the age of 40 are extremely exhausted, which can contribute to stress.

Khan, Anwar et al. (2012) examined that the research also aims to determine if the services available to teachers at work have a major moderating impact on their stress and success. The study concluded that certain unnecessary environmental job stressors are negatively impacting teachers' performance at work, and that various services available to teachers may help to mitigate the negative effects of stress. The above study's findings on environmental factors influencing teachers' stress aided the researcher in the creation of a job stress tool for today's staff.

Christian et al., (2012) conducted an observational analysis on IT professionals and private sector executives to see how stress and job satisfaction affected their work-life balance. A total of 313 people were included in the study. The aim was to use a self-made 6-point Likert Scale questionnaire. The correlational findings showed that Job Satisfaction and Stress have a negative relationship, while Work-Life Balance and Job Satisfaction have a positive relationship. It also indicates that male respondents are more satisfied with their jobs than female respondents.

Selvakumar, K.R. (2014) investigated the impact of job stress on emotional intelligence, self-esteem, and mental health in 1000 teachers employed in primary, middle, and higher secondary schools in the Ariyalur district. The study looked at total school teachers, primary school teachers, secondary school teachers, and higher secondary school teachers. According to the results of the report, 14.80 percent of school teachers experience high levels of job stress. Teacher function maintenance, honour and honour maintenance, and interpersonal relationship maintenance were found to be the most prevalent Job Stressors in the research. In addition, 17.70 percent of school teachers were found to be in good mental health. In contrast to the other two stressors, dignity and honour maintenance and interpersonal relationship maintenance, the study discovered a substantial link between mental wellbeing and work stressor-teacher function maintenance. The current study aided the researcher in justifying her findings and correlating her results of job stress and mental wellbeing with the above findings.

7.Research Gaps

The researcher's understanding of the core issues associated with stress, reactions, and coping mechanisms used by teachers at various levels was aided by a study of literature relevant to the proposed research work. A variety of studies on occupation stress or job stress in occupations other than teaching have been performed. Researchers continue to concentrate on primary school teachers, elementary school teachers, secondary school teachers, and university teachers in the teaching profession. Few scholars thought of teachers' training colleges as a distinct community that needed to be investigated. The majority of research on work stress have discovered a connection between job satisfaction and mental health. There are few studies on the relationship between work stress and job satisfaction, mental wellbeing, and physical health in teachers. However, it is clear that there is a high demand for time for research on job stress in teacher educators. The researcher only found one study that looked at this group separately, particularly in the Indian context (Kaur, Rattan 2013), and it didn't include a significant variable like job satisfaction. The aim of the researcher's analysis is to close this distance. The researcher will benefit greatly from the study of literature in designing the questionnaire. The researcher has learned a lot about the different statistical methods that must be used when analysing data. The analysis also allowed the researcher to plan the study's design while keeping the goals in mind.

8.Methodology

The researcher used the Descriptive Survey Method to better understand the problem and find a solution. Correlational research studies measure the degree and direction in which one variable is associated with another. Descriptive research studies are concerned with defining the characteristics of a specific person or community, while correlational research studies measure the degree and direction in which one variable is associated with

another. Correlational study studies are those that look at whether or not such variables are related. The current study can be classified as descriptive correlational research because it also aims to discover the relationship between work stress, job satisfaction, and the mental and physical health of teacher educators. Descriptive studies are used to learn more about the present state of a phenomenon or the history of a phenomenon. These are essentially fact-gathering studies that assist the researcher in formulating certain concepts and providing solutions to problems while keeping local, national, and international concerns in mind. There are three types of descriptive research.

9. Analysis

The primary goal of this research is to investigate the different causes of work stressors among teacher educators, as well as the relationship between those stressors and composite work stress and job satisfaction, mental health, and physical health.

Table I. Extent and levels of Occupational stress among teacher educators

Variable	Extent of Scores	Levels	Percentage Respondents of
Work Stress	45-134	Low work stress	14%
	135-215	Moderate work stress	72%
	216-315	High work stress	14%

Table II. Job satisfaction among teacher educators: the extent and levels of satisfaction

Variable	Extent of Scores	Levels	Percentage Respondents of
Job Satisfaction	16-60	Less satisfaction	19%
	61-97	Moderate satisfaction	67%
	98-112	High satisfaction	14%

Table III. The extent and severity of teacher educators' mental health

Variable	Extent of Scores	Levels	Percentage Respondents of
Mental Health	14-29	Feeling good	18%
	30-52	Moderate feeling	68%
	53-98	Feeling ill	14%

Table IV. The extent and severity of teacher educators' physical health

Variable	Extent of Scores	Levels	Percentage Respondents of
Physical Health	12-19	Feeling good	18%
	20-50	Moderate feeling	64%

	51-84	Feeling ill	18%
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Table V. Workplace stress (stressor-by-stressor and overall) and physical health association coefficient.

Various Stressors correlated with Physical Health	Pearson's Product Moment Coefficient of Correlation "r"	Level of Significance	Shared variance $r^2 \times 100$	Partial Correlation	Level of Significance of Partial Correlation
1.Factors related to nature of job (X1)	.177	NS	3.13	.107	NS
2. Factors related to role in the organization (X2)	.244 ^a	0.05	5.95	.247	0.05
3. Factors related to career development (X3)	.218 ^a	0.05	4.75	.179	NS
4. Factors related to relationship at work (X4)	.127	NS	1.61	.067	NS
5. Factors related to class-room teaching (X5)	.181	NS	3.28	.100	NS
6. Factors related to social environment (X6)	.181	NS	3.28	.130	NS
7. Factors related to organizational structure & climate (X7)	.313 ^b	0.01	9.80	.313	0.01
8. Personal factors (X8)	.057	NS	0.32	.079	NS
COMPOSITE WORK STRESS	.246 ^a	0.05	6.05	.192	NS

^a significant at .05 level

^b significant at .01 level

Table VI. Among teacher educators, the best predictors of job stress:

Step No.	Predictors	Percentage of Variance	Beta Weights
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1	Factors related to nature of job	70.70	0.841
2	Factors related to social environment	16.40	0.441
3	Factors related to relationship at work	5.80	0.302
4	Factors related to career development	2.70	0.219
5	Personal factors	1.50	0.160
6	Factors related to role in the organization	1.80	0.199
7	Factors related to classroom teaching	0.70	0.119
8	Factors related to organizational structure & climate	0.40	0.107
Total		100.00	

10.Findings Of The Study

Various statistical techniques were applied to the raw scores of various inventories in order to achieve the above-mentioned study goals, which were described in detail in the previous chapter. The following are the study's objective results in statement form:

1. Low work stress affects 14 percent of teacher educators, while moderate work stress affects 72 percent of teacher educators and high work stress affects 14 percent of teacher educators.
2. 19 percent of teacher educators are dissatisfied with their jobs, 67 percent are moderately satisfied with their jobs, and 14 percent are extremely satisfied with their jobs.
3. When it comes to their mental health, 18 percent of teacher educators report that they are feeling fine, 68 percent report that they are feeling moderate, and 14 percent report that they are feeling sick.
4. When it comes to their physical health, 18 percent of teacher educators report that they are feeling healthy, 64 percent report that they are feeling moderate, and 18 percent report that they are feeling sick.
5. There is no statistically significant difference in the mean job stress scores of male and female teacher educators.
6. There is no statistically significant difference in the mean work satisfaction scores of male and female teacher educators.
7. On a mental health scale, there is no substantial difference in mean scores between male and female teacher educators.

11.Conclusion Of The Study

The occurrence of work-related stress is unavoidable. Stress is an inevitable part of life in the modern world. All, regardless of age, gender, educational level, or occupation, faces stress at some point in their lives. Stress can be a one-way or two-way mechanism depending on the situation. The severity of stress, on the other hand, is a matter of degree. Previous research has shown that stress is more common among service professionals such as doctors, managers, engineers, and teachers. A person may experience stress as a result of a variety of stressors in their physical, social, and psychological environments. Stress management differs from person to person. Every person perceives a situation (stressor) in their own way and thus manages its magnitude accordingly

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