

Effect of Personal and Demographic Variables on Occupational Stress Among Teacher Educators

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Abstract:

Stress, in general, and occupational stress, in particular, is a fact of modern day life that seems to have been on the increase. This study examined occupational stress among teacher educators. Of the sample of 120 teacher educators, 22.66% processed low stress, 48.33% medium stress and 25.00% High stress. The study showed that The male and female teacher educators differ in occupational stress ($t=2.674 > \text{at } 0.05 \text{ level}$). The findings suggest demographic variables like age, experience do have significant relationship with occupational stress ($t=2.22 > \text{at } 0.05 \text{ level}$). Locality doesn't play significant role in ($t=0.960 < \text{at } 0.05 \text{ level}$) occupational stress.

Keywords: occupational stress, teacher educators, age, urban and rural.

I. INTRODUCTION

Stress, in general, and occupational stress, in particular, is a fact of modern day life that seems to have been on the increase. The topic is, therefore, still popular, although it occupies academics' and practitioners' attention now for more than half a century. Numerous studies have explored stress, primarily from the psychological, sociological, and medical perspective. From the business perspective, researchers dealt with the issue of occupational stress, as job/work causes a great deal of stress to contemporary employees.

As well, there is a vast amount of research on individual differences involved in the work-stress process. Researchers have studied individual differences in the belief that they influence reactions to objectively stressful events or appraisals of events as being stressful, or they simply add to the variance explained in the stress outcomes (Ganster & Schaubroeck, 1991).

The nature of work is changing at whirlwind speeds. Perhaps now, more than ever before, job stress poses a threat to the health of workers. Stress has long been associated with the onset of significant physical and mental health problems. Stress began to be implicated in areas beyond the bounds of physical and mental health as far back as the 1980s. In the organizational environment, stress has been implicated in the deterioration of performance efficiency by both managers and subordinates. When performance efficiency suffers the quality of the overall organizational environment and productivity deteriorates. A deterioration of the organizational environment is accompanied by deterioration in organizational communication (Mc Guigan, F. J. (1999). The final source area of occupational stress relates to interpersonal demands. "Interpersonal stress at work is concerned with the demands that are placed on us in developing working relationships with other people in our organizations" (Kermode, J, 1998).

Stress, in general, can be defined as the reaction of individuals to demands (stressors) imposed upon them. It

refers to situations where the well-being of individuals is detrimentally affected by their failure to cope with the demands of their environment (Erkutlu & Chafra, 2006). According to Ishikawa et al., (2009), occupational stress in teachers can lead to a variety of negative outcomes including emotional exhaustion, feelings of depersonalization, and a sense of failure with one's personal accomplishment--a condition the authors refer to as "burnout." Burnout is one of the major reasons that teachers leave the teaching profession, a loss that results in added costs in training and hiring for the field of education (Niles et al, 1993). In other words, the negative outcomes of teachers' occupational stress can be both internal and external.

Because of the negative outcomes associated with occupational stress, many studies have attempted to better understand the phenomenon of occupational stress as it relates to education. Social conditions and demographic aspects are also important factor, which determines the level of occupational stress. Therefore, the present study has been undertaken to explore this barren but crucial area of manpower management of teacher educators.

II STATEMENT OF THE PROBLEM

"Effect of Personal and Demographic Variables On Occupational stress Among Teacher Educators"

Objectives of the Study

1. To study the level of occupational stress among teacher educators. To study the difference between gender (male and female) teacher educators with respect to their occupational stress.
2. To study the difference between age groups (20-29, 30-39, 40 and above) of teacher educators with respect to their occupational stress.
3. To study the difference between locality (urban and rural) college teacher educators with respect to their occupational stress.

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- To study the difference between teacher educators belonging to below 5 years and above 5 years of teaching experience with respect to their occupational stress.
- To study the difference between teacher educators belonging to 1000-5000 and >5000 as a pay of scale with respect to their occupational stress.

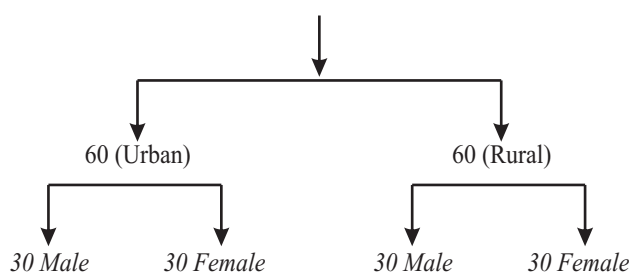
Hypotheses

- There is no significant difference between male and female teacher educators with respect to their occupational stress.
- There is no significant difference between age groups (20-29, 30-39, 40 and above) of teacher educators with respect to their occupational stress
- There is no significant difference between urban and rural college teacher educators with respect to their occupational stress
- There is no significant difference between teacher educators belongs to below 5 years and above 5 years of teaching experience with respect to their occupational stress
- There is no significant difference between teacher educators belongs to 1000-5000 and >5000 as a pay of scale with respect to their occupational stress

III. SAMPLING

120 teacher educators of Haveri District formed the sample of the study the sample was chosen according to age sex, teaching experience, scale of pay and locality in which the teacher educators. The researcher has used stratified random sampling technique to select the colleges and these colleges consist of different type of locality namely urban and rural colleges. The required sample for the study as drawn using stratified random sampling technique. The investigate drawn 120 teacher educators both male and female from 15 D.Ed colleges for the present study.

120 Teacher Educators



IV. TOOL USED FOR THE STUDY

The Occupational Stress scale was taken from Shri Manjunath. H.P. (2008). Modern society gives stress to every one in various forms all employees, workers, professionals including teachers experiences stress in their different working situations and in their life.

V. STATISTICAL TECHNIQUES

The Mean and SD of scores on occupational stress in relation to independent variable like age, gender, teaching

experience, scale of pay and locality were calculated separately. The 'p' value and 't' test were used for analyses.

VI. ANALYSIS AND INTERPRETATION

Hypothesis:1

There is no significant difference between male and female teacher educators with respect to their occupational stress

Levels of Occupational Stress

Table 1 showing level of occupational Stress among 120 Male and Female teacher educators. Among 120 teacher educators 22.66% processed low stress, 48.33% medium stress and 25.00% High stress

Table 1: level of occupational Stress among 120 Male and Female teacher educators.

Variable	Level	Percentage of teacher educators
Occupational Stress	Low Stress	26.66 %
	Medium Stress	48.33 %
	High Stress	25.00 %

To achieve this hypothesis, the unpaired t-test was applied and the results are presented in the below table.2

From the results of the above table, it is observed that, the male and female teacher educators differ statistically significant with respect to their occupational stress ($t=2.6711$, $p<0.05$) at 5% level; of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male teacher educators have higher occupational stress as compared to female teacher educators.

Table 2: Results of t-test between male and female teacher educators with respect to their occupational stress

Gender	n	Mean	SD	t-value	p-value	Level of significance
Male	60	116.5667	37.9667	2.6711	0.0086	significant at 0.05 level
Female	60	102.4167	15.5654		<0.05	

Hypothesis: 2

There is no significant difference between age groups (20-29, 30-39, 40 and above) of teacher educators with respect to their occupational

Levels of Occupational Stress

Table3 showing level of occupational Stress among 120 age group of teacher educators. Among 120 teacher educators 22.66% processed low stress, 48.33% medium stress and 25.00% High stress

To achieve this hypothesis, the one way ANOVA-test was applied and the results are presented in the table.4 From the results of the above table, it is observed that, the teacher educators belonging to different age groups (20-29, 30-39, 40 and above) do not differ statistically significant with respect to their occupational stress ($F=2.0770$, $p>0.05$) at 5% level;

of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teacher educators belonging to different age groups (20-29, 30-39, 40 and above) have similar occupational stress.

Table 3: level of occupational Stress among 120 age group of teacher educators

Variable	Level	Percentage of teacher educators
Occupational Stress	Low Stress	26.66 %
	Medium Stress	48.33 %
	High Stress	25.00 %

Table 4: Results of ANOVA-test between male and female teacher educators with respect to their occupational stress

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Level of significance
Between age groups	2	3612.04	1806.02	2.0770	0.1299	Not significant at 0.05
Within age groups	117	101735.95	869.54			
Total	119	105347.99				

Hypothesis 3:

There is no significant difference between urban and rural college teacher educators with respect to their occupational stress

Levels of Occupational Stress Table 5 showing level of occupational Stress among 120 urban and rural colleges teacher educators Among 120 teacher educators 22.66% processed low stress, 48.33% medium stress and 25.00% High stress To achieve this hypothesis, the unpaired t-test was applied and the results are presented in the table 6.

From the results of the table 6, it is observed that, the urban and rural college teacher educators do not differ statistically significant with respect to their occupational stress ($t = -1.7167$, $p > 0.05$) at 5% level; of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the urban and rural college teacher educators have similar occupational stress.

Table 5 : level of occupational Stress among 120 urban and rural colleges teacher educators Among 120 teacher educators 22.66% processed

Variable	Level	Percentage of teacher educators
Occupational Stress	Low Stress	26.66 %
	Medium Stress	48.33 %
	High Stress	25.00 %

Table 6: Results of t-test between urban and rural college teacher educators with respect to their occupational stress

Location	n	Mean	SD	t-value	p-value	Level of significance
Urban	60	104.8667	31.0289	-1.7167	0.0887	Not significant at 0.05
Rural	60	114.1167	27.9152			

Hypothesis:4

There is no significant difference between teacher educators belonging below 5 years and above 5 years of teaching experience with respect to their occupational stress

Levels of Occupational Stress

Table 7 showing level of occupational Stress among 120 below 5 year and above 5 years teacher educators. Among 120 teacher educators 22.66% processed low stress, 48.33% medium stress and 25.00% High stress

To achieve this hypothesis, the unpaired t-test was applied and the results are presented in the table 8. From the results of the above table, it is observed that, the teacher educators belonging to below 5 years and above 5 years of teaching experience do not differ statistically significant with respect to their occupational stress ($t = -0.2257$, $p > 0.05$) at 5% level; of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teacher educators belonging to below 5 years and above 5 years of teaching experience have similar occupational stress.

Table 7 : level of occupational Stress among 120 below 5 year and above 5 years teacher educators.

Variable	Level	Percentage of teacher educators
Occupational Stress	Low Stress	26.66 %
	Medium Stress	48.33 %
	High Stress	25.00 %

Table 8: Results of t-test between teacher educators belonging to below 5 years and above 5 years of teaching experience with respect to their occupational stress

Experience	n	Mean	SD	t-value	p-value	Level of significance
Below 5 years	60	109.1522	29.1502	-0.2257	0.8219	Not significant at 0.05
Above 5 years	60	110.6071	32.1896			

Hypothesis:5

There is no significant difference between teacher educators belonging to 1000-5000 and >5000 as a pay of scale with respect to their occupational stress

Levels of Occupational Stress

Table 9 showing level of occupational Stress among 120 teacher educators. belonging to 1000-5000 and >5000 as a

pay of scale Among 120 teacher educators 22.66% processed low stress, 48.33% medium stress and 25.00% High stress.

To achieve this hypothesis, the unpaired t-test was applied and the results are presented in the table.10 From the results of the above table, it is observed that, the teacher educators belonging to 1000-5000 and >5000 as a pay of scale do not differ statistically significant with respect to their occupational stress ($t=0.9602$, $p>0.05$) at 5% level; of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teacher educators belonging to 1000-5000 and >5000 as a pay of scale have similar occupational stress.

Table:9 level of occupational Stress among 120 teacher educators. belonging to 1000-5000 and >5000 as a pay of scale Among 120 teacher

Variable	Level	Percentage of teacher educators
Occupational Stress	Low Stress	26.66 %
	Medium Stress	48.33 %
	High Stress	25.00 %

Table 10: Results of t-test between teacher educators belonging to 1000-5000 and >5000 as a pay of scale with respect to their occupational stress

Pay of scale	n	Mean	SD	t-value	p-value	Level of significance
Rs.1000-5000	60	114.3333	33.4365	0.9602	0.3389	Not significant at 0.05
Rs. >5000	60	108.0860	28.6401		>0.05	

VII. FINDINGS OF THE STUDY

1. Among 120 teacher educators 22.66% posses low stress, 48.33% medium stress and 25.00% High stress
2. Male teacher educators have higher occupational stress as compared to female teacher educators.
3. The urban and rural college teacher educators do not differ statistically significant with respect to their occupational stress
4. The teacher educators belonging to different age groups (20-29, 30-39, 40 and above) posses significant difference in occupational stress.
5. The teacher educators belonging to below 5years and above 5 years of teaching experience have significant difference occupational stress.
6. The teacher educators belonging to 1000-5000 and >5000 as a pay of scale have no significant difference in occupational stress.

Educational Implications and Recommendations

Based on the finding of the study, there are a few key points that can be used to conclude this research study. It is very important that the institutions understands the needs of its teacher educators and provide what is best for the teacher

educator. Constant appraisal programs and appreciation should be given to reinstate and motivate the teacher educators. Motivation is a key factor as well in affecting job stress among teacher educators. Employees who are highly motivated will feel happier and are more willing to work for the organizations.

Unhealthy occupational stress among the teacher educators responsible in assisting the future generation's education will ultimately affect their intellectual and social abilities. Failure of the educational institutions in providing a healthy working environment or even a working environment with the minimal level possible of unhealthy job stress would lead to many more problems in the near future, especially in the employees' work performance in teaching students and administrative part of the institution.

VIII. CONCLUSION

Recently, teacher stress has become an area of interest among researchers and practitioners. Although this present study has indicated that the stress levels among teacher educators are still moderate, but teacher stress is a profound problem that must be attended to and concerned if the quality and productivity of education is not to be undermined. It is very important that the institutions understands the needs of its teacher educators and provide what is best for the teacher educator. Constant appraisal programs and appreciation should be given to reinstate and motivate the teacher educators.

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