



## OCCUPATIONAL STRESS AMONG TEACHING FACULTY OF NURSING AND PARAMEDICAL COLLEGES, PUNJAB

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### ABSTRACT

**BACKGROUND:** Occupational stress is an unavoidable phenomenon in human existence in modern-day world of speedy industrialization and growing urbanization. It's far a psychophysical situation which impacts a person's productiveness, effectiveness, personal fitness and excellent of labor. Teacher pressure is a selected form of occupational stress. Coaching career can be recognized as a stressful occupation in this modern difficult world that can adversely have an effect on the fitness of the academics which in turn impacts the scholars and the learning surroundings.

**AIM OF THE STUDY:** The aim of the study is to assess the occupational stress among teaching faculty

**METHODOLOGY:** A quantitative research approach and non experimental descriptive research design were used to conduct the study. Total 100 teaching faculty were taken by using non probability purposive sampling technique from nursing and paramedical colleges, Punjab. A self administered standardized tool was used to assess the occupational stress.

**RESULTS:** The findings of the study revealed that majority of faculty members 94(94%) had moderate level of occupational stress. Due to the role overload the faculty members had more occupational stress with Mean  $\pm$  SD  $16.84 \pm 3.08$  followed by role conflict area of occupational stress was  $14.24 \pm 2.09$ . In association of occupational stress with qualification, designation and experience were found significant at  $p < 0.05$  level.

**CONCLUSION:** The study concluded that the faculty members had moderate level occupational stress and had more stress in role workload area occupational stress.

**KEYWORDS:** Occupational stress, teaching faculty, nursing and paramedical colleges

### INTRODUCTION

Traditionally, teaching has been considered a low-stress job, but the situation has reversed in the last two decades. Teaching is an increasingly challenging profession worldwide. Surveys around the world have revealed widespread concern about the impact of stress on teachers' well-being and their desire to remain in the profession. Cotton and Hart (2003) report that occupational stress is a growing problem worldwide, with significant costs for both employees and organizations. In addition, stress related to work or work is called occupational stress, and stress is a universal phenomenon, and its excess leads to intense and sad experiences.

### OBJECTIVES

1. To assess the occupational stress among teaching faculty
2. To assess the domains of occupational stress among teaching faculty

3. To determine the association of occupational stress with selected demographic variables.

### **ASSUMPTIONS**

- Female teachers have more occupational stress than male.
- Faculty teachers on contractual basis having more occupational stress

### **MATERIAL AND METHODS**

#### **Research Approach and Research Design**

Quantitative research approach and Non Experimental descriptive research design was used to conduct the study.

#### **Research setting**

The present study was conducted in selected Nursing and Paramedical colleges, Punjab.

#### **Study Population**

Teaching faculty of Paramedical and Nursing colleges, Punjab

#### **Sample, Sampling technique and size**

A sample of 100 teaching faculty was taken from selected Nursing and Paramedical colleges, Punjab. A non probability convenience sampling technique was used.

#### **Inclusion criteria**

The study includes teaching faculty:

- who were willing to participate in the study
- both male and female

#### **Exclusion criteria**

The study exclude teaching faculty who were:

- Not available at the time of data collection
- At the administrative post

**Research variable:** Occupational Stress

#### **Selection and development of tool (s)**

Tools were prepared after extensive review of literature, consultation and discussion with the experts from different fields. It was consist of two sections:

**Section I: Demographic variables:** age, gender, qualification, designation, type of job, income per month, experience, type of family, marital status.

**Section II: :Occupational Stress Index:** A well developed and widely used Occupational Stress Index (OSI) scale, tested in Indian context (Srivastava and Singh, 1981) is chosen to measure the occupational stress of the sample. The OSI purports to measure the extent of stress which employees perceive from various job constituents and conditions of their job. The scale consists of 46 items each to be rated on the five point scale. Out of 46 items 28 are “True–Keyed” and 18 are ‘False- Keyed’. Two different patterns of scoring have been adopted for two types of items. For true items, strongly disagree – 1, disagree-2, neutral-3, agree-4, strongly agree-5 and for false keyed items, the reverse of the true keyed items are used. The items relate

to almost all relevant components of the job which cause stress in some way or the other, such as, role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

### **Ethical consideration**

- Permission was taken from the concerned authority of colleges.
- Informed written consent was taken from each selected sample and assured that the information given by them will be kept confidential.

### **Pilot study and Reliability of the tool**

It was conducted to check the feasibility and reliability of the study on 1/10<sup>th</sup> part of the total sample of faculty members. The reliability index ascertained by split half (odd-even) method and Cronbach's alpha co-efficient for the scale as a whole were found to be .94 and .90 respectively.

### **Procedure for Data Collection**

Data was collected from the selected sample by using self administered standardized questionnaire Occupational Stress Index (OSI). Ethical procedure was followed before the data collection.

### **Data Analysis**

The analysis and interpretation of the data was done according to the objectives by using descriptive and inferential statistics such as frequency and percentage distribution. Mean, SD and Chi square using SPSS 26

## **RESULTS**

### **Findings related to demographic variables**

- Regarding the Age (in years) of teaching faculty the maximum number of samples were in the age group of 31-35yrs (35) and minimum number of samples were in the age group 21- 25 years (16).
- According to the gender of the samples, females are more in number (68) than male (32).
- As per the qualification of the samples, maximum numbers of samples was B.Sc nursing/ Post Basic Nursing (58) followed by Post Graduation and above (42).
- Regarding the designation, maximum number of samples were Demonstrators (78) followed by Assistant Professors (14).
- As per the nature of job of teaching faculty, majority (86) of samples were on regular basis and (14) were on contractual basis.
- As per the income, the maximum numbers of samples (84) were satisfied with their monthly income.
- According to the total experience of samples, maximum (39) were having more 5 years of experience and minimum in less than 1 year.
- Regarding the stream maximum (56) number of teaching faculty were in nursing profession followed by pharmacy (16) , physiotherapy (12), Ayurveda (11). Lab Technology (2) and Radiography (3).
- Regarding the marital status of samples, maximum (55) were married and minimum (45) were unmarried.

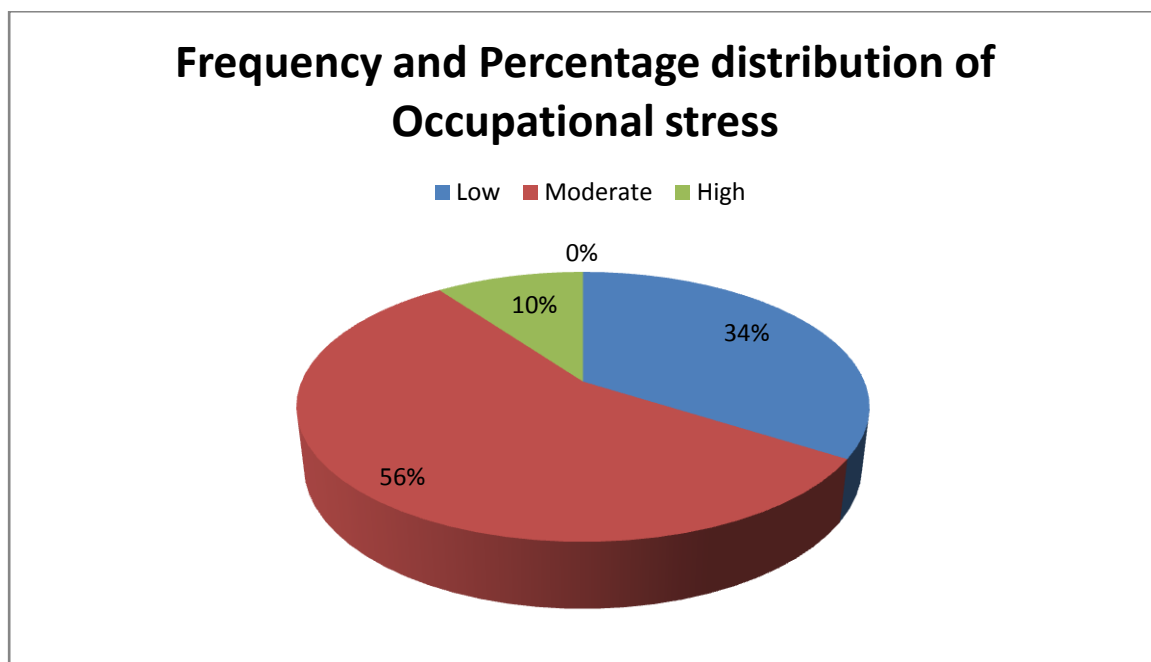
- Regarding the type of family, maximum (72) were living in nuclear family and (28) were living in joint family.

### ASSESSMENT OF THE OCCUPATIONAL STRESS AMONG TEACHING FACULTY

**TABLE 1: Frequency and percentage distribution of teaching faculty according to their levels of occupational stress**

**N=100**

Occupational stress	Frequency/ percentage	Mean	SD
Low	34	129.76	14.34
Moderate	56		
High	10		



**Table and figure 1** depicts the levels of occupational stress among teaching faculty showed that majority (56) had moderate stress, (34) had low stress and (10) had high stress with mean stress score was 129.76 and SD was 14.34.

**TABLE 2: Assessment of Occupational Stress According To Their Domains among Teaching Faculty**

**N=100**

COMPONENT	MINIMUM SCORE	MAXIMUM SCORE	MEAN	SD
Role Overload	11	25	16.84	3.08
Role Ambiguity	5	15	11.41	2.42
Role Conflict	9	19	14.24	2.09
Unreasonable Group And Political Pressure	5	19	12.09	2.53
Responsibility For Persons	4	13	8.24	1.95

Under Participation	5	19	11.49	2.81
Powerlessness	4	14	8.66	2.21
Poor Peer Relations	6	15	10.76	2.33
Intrinsic Impoverishment	5	17	11.04	2.08
Low Status	4	13	7.64	1.53
Strenuous Working Conditions	5	17	12.05	2.68
Unprofitability	2	9	5.22	1.69

**Table 2** depicts the maximum occupational stress in role overload with Mean  $\pm$  SD 16.84  $\pm$  3.08 followed by role conflict with Mean  $\pm$  SD 14.24  $\pm$  2.09 and minimum occupational stress in unprofitability domain with Mean  $\pm$  SD 5.22  $\pm$  1.69

### ASSOCIATION OF OCCUPATIONAL STRESS WITH DEMOGRAPHIC VARIABLES

The association of occupational stress with selected variables, result showed that qualification ( $\chi^2=3.090$ ), designation ( $\chi^2=2.945$ ), and experience ( $\chi^2=5.193$ ) were found statistical significant. Stream, Type of job, Nature of job, Age, Income and Marital status, were found non significant with occupational stress among teaching faculty.

### DISCUSSION

The study showed that the majority of the faculty members (56%) had moderate stress, (34%) had low stress and (10%) had high stress with mean stress score was 129.76 and SD was 14.34. Similar results are consistent with the study conducted by Kalikotay, M. B. showed that, among 108 respondents, maximum 69 (63.9%) had medium level of stress, 17 (15.7%) had low level of stress, and 24 (20.4%) had high level of stress.

The present study showed that the majority of teaching faculty were in the Age (in years) of 31-35 yrs (35) and minimum number of samples were in the age group 21- 25 years (16) and according to the gender of the samples, females are more in number (68).

The findings are contrast with the study conducted by Kalikotay, M. B. The research finding shows that most of the respondents 44.6% (82) are within range of 25-29 followed by age range of 30-34 which is 30.4% (56).

### CONCLUSION

Stress was moderately prevalence among teachers and affects teachers in a variety of systems, so measures should be taken to reduce stress levels: meditation, job reinforcement and other stress reduction methods to avoid stress. Teacher stress can affect the teaching-learning process and patient care, so health authorities need timely management.

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