



“A STUDY ON OCCUPATIONAL STRESS FACED BY SELF FINANCING ARTS AND SCIENCE COLLEGE TEACHERS DURING COVID 19 WITH SPECIAL REFERENCE TO MALAPPURAM DISTRICT”

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Abstract

The global educational system is affected by the COVID 19 epidemic. The COVID-19 pandemic brought unprecedented challenges to the education sector, affecting teachers worldwide. Self-financing arts and science college teachers in Malappuram District, Kerala, faced unique stressors due to the sudden shift to remote teaching and learning. This study aimed to investigate the occupational stressors experienced by these educators during the pandemic. The stressors included increased workload, challenges in adapting to online teaching methods, concerns about students' academic performance, and personal health worries.

A new approach to teaching and learning activities is being faced by the parents, teachers, and students. Teachers, particularly those working at self-financing colleges, may encounter issues in this setting. A few of the issues include inadequate pay, an excessive workload, a lack of appropriate internet tools, etc. There isn't any direct interaction with kids. It has an impact on educational quality. Feedback from students is not readily available. This study seeks to determine the level of stress experienced. A structured questionnaire was distributed among self-financing college teachers in Malappuram District to collect quantitative data, while indepth interviews were conducted with a subset of participants to gather qualitative insights.

Keywords:

Covid 19, Occupational stress, Teachers.

INTRODUCTION

Teachers are crucial in creating effective and capable citizens. Teachers must help their pupils develop into excellent people, particularly in higher education. They aim to increase their productivity and efficiency. Any country's ability to flourish depends on its population, and this can only be done by giving them the skills they need to succeed in school.

Being in good physical and mental health is crucial for the teaching profession. These are the attributes a teacher must have. Additionally, they ought to be well-versed on the issue at hand. This epidemic has an impact on almost every industry worldwide. Numerous nations have implemented lockdown. The school system in our nation is now facing new difficulties as a result of this lockdown thanks to online instruction. For the teachers who often use the traditional face-to-face teaching style, this kind of instruction is new. They therefore desire to take on a variety of problems that they have not yet encountered in their profession.

Teachers must have exceptional talent, subject-matter expertise, an engaged intellect, and a commitment to their job. They typically experience a lot of pressure, frustration, anxiety, discontent, and occupational stress as a result of these obligations. Failure on their end is viewed as inefficiency on their part.

Every person in the world is thought to experience stress at some point in their lives. The strain that people experience in their daily lives is also referred to by this generic word. Every trade or career has its own unique stresses. In the contemporary environment, teaching has numerous challenges,



particularly in the higher education system. In the teaching profession, occupational stress refers to the unfavorable feelings that a teacher could have as a result of their employment, such as tension, anger, rage, and melancholy. The objective of this study is to quantify the level of stress felt. Self-supporting college instructors in the Malappuram District were given a formal questionnaire to complete, and in-depth interviews with a smaller group of participants were performed to acquire qualitative observations.

OBJECTIVES

The following are the objectives of the study.

1. To know the causes of occupational stress that affects the self-financing college teachers during lockdown period.
2. To know the satisfaction level of self-financing arts and science college teachers.

RESEARCH METHODOLOGY

This study uses a survey-based descriptive research design. 180 samples from various self-financed arts and science colleges in the Malappuram area were chosen for the study. The samples are chosen using a process called purposive sampling.

SOURCES OF DATA COLLECTION

Through the use of structured questionnaires, primary sources were used to gather the data for this study. The respondents' personal information is included in the first section of the questionnaire. The questions in the second section ask about the level of occupational stress they experience, the stress management methods they employ, and their attitude toward their work. In order to prepare a theoretical framework and literature review, secondary data are gathered from journals, books, and websites.

SAMPLING TECHNIQUE

To choose samples from a particular population, various sampling techniques are available. Both probability sampling techniques and non-probability sampling techniques are covered. Purposive sampling was the method of selection used for this study. It is a crucial nonprobability sampling technique. There is total 52 self-financing arts and science colleges in Malappuram district. From these 10 colleges were selected at random.

ANALYSIS AND INTERPRETATION TABLE NO: 1 Number of College Teachers possessing Occupational Stress

S. No	Options	No of college teachers	Percentage
1	Yes	159	88
2	No	21	12
Total		180	100

According to the above table, out of 180 sample respondents, 159 (88%) reported experiencing occupational stress during the lockdown, while 21 (12%) indicated they were not experiencing any occupational stress.

TABLE NO: 2 Level of Stress faced by College Teachers

S. No	Level of stress	No of college teachers	Percentage
1	Low	25	16
2	Medium	102	64

3	High	32	20
Total		159	100

Source: Primary data

Table 2 shows that of the 159 respondents who reported experiencing occupational stress, 102 (64%) reported feeling a medium level of stress, 32 (20%) a high level of stress, and 25 (16%) a low level of stress during the Covid 19 lockdown.

TABLE NO: 3 Feelings about Work from Home by Sample College Teachers

S. No	Feeling about work from home	No of college teachers	Percentage
1	Tedious	18	10
2	Too much responsibility	73	40
3	Conflicting	23	13
4	Interesting	16	9
5	Challenging	50	28
Total		180	100

Source: Primary data

According to the above table, out of 180 respondents, 73 (40%) thought working from home required too much responsibility, 50 (28%) thought it was a challenging job, 23 (13%) thought it was a job with too many demands, 18 (10) thought it was boring, and 16 (9) thought it was an interesting job.

TABLE NO: 4 Physical Symptoms of Stress faced by Sample College Teachers

S. No	Physical symptoms	No of college teachers	Percentage
1	Headache	32	20
2	Sleeping difficulties	27	17
3	Muscular tensions	27	17
4	Fatigue	27	17
5	Gastrointestinal difficulties	19	12
6	Heart pulsation	16	10
7	Dermatological disorders	11	7
Total		159	100.0

Source: Primary data

According to the above table, 32 (20%) of them experience physical signs of stress in the form of headaches, 27 (17%) have trouble sleeping, 27 (17%) have muscular tensions, 27 (17%) feel fatigue as a symptom, 19 (12%) have gastrointestinal problems, 16 (10%) experience heart palpitations, and 11 (7%) have dermatological disorders.

TABLE NO: 5 Psychological Symptoms of Stress faced by Sample College Teachers

S. No	Psychological symptoms	No of college teachers	Percentage
1	Anxiety	29	18
2	Discouragement	29	18
3	Irritability	21	13
4	Depression	24	15
5	Pessimism	21	13
6	Inability to concentrate	22	14
7	Others	13	9



Total	159	100
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Source: Primary data

According to the above table, out of 159 respondents, 29 (or 18%) of them have psychological symptoms of stress in the form of anxiety, 29 (or 18%) express discouragement, 24 (or 15%) are depressed and irritable, 22 (or 14%) have trouble concentrating, 21 (or 13%) have irritability as a symptom, 21 (or 13%) feel pessimistic, and 13 (or 9) have other symptoms of stress.

TABLE NO: 6 Behavioral Symptoms of Stress faced by Sample College Teachers

S. No	Behavioral symptoms	No of college teachers	Percentage
1	Getting absenteeism	21	13
2	Aggression	19	12
3	Diminished creativity and initiative	17	11
4	A drop in work place	27	17
5	Problems with interpersonal relationships	24	15
6	Mood swings and irritability	21	13
7	Lower tolerance of frustration and impatience	11	7
8	Disinterest	6	4
9	Isolation	8	5
10	Others	5	3
Total		159	100

Source: Primary data

The table above reveals that out of 159 respondents, 27 (17%) of them exhibit behavioral symptoms of stress in the form of a decline in performance at work, 24 (15%) have issues with interpersonal relationships, 21 (13%) experience absenteeism and 21 (13%) express mood swings and irritability as symptoms, 19 (12%) exhibit aggression as a symptom of stress, 17 (11%) feel that their creativity and initiative have been diminished, 8 (5%) feel isolation, 6 (4%).

TABLE NO: 7 Stress reducing Strategies of Sample College Teachers

S. No	Stress reducing strategies	No of college teachers	Percentage
1	Watching television or cinema	19	12
2	Listening music	27	17
3	Yoga	19	12
4	Meditation	18	11
5	Reading books	25	16
6	Outing with family or friends	32	20
7	Cooking	19	12
Total		159	100

Source: Primary data

According to the above table, of the 159 respondents, 32 (20%) do so by going on outings with their families or friends, 27 (17%) by listening to music, 25 (16%) by reading books, 19 (12%) by watching



television or going to the movies, 19 (12%) by cooking, 19 (12%) by practicing yoga, and 18 (11%) by engaging in meditation.

TABLE NO: 8 Level of Job Satisfaction towards Online Class by Sample College Teachers

S. No	Level of satisfaction	No of college teachers	Percentage
1	Highly satisfied	5	3
2	Satisfied	58	32
3	Neutral	70	39
4	Dissatisfied	44	24
5	Highly dissatisfied	3	2
Total		180	100

Source: Primary data

The above table reveals that, of the 180 respondents, 70 (39%) expressed a level of neutral satisfaction with online classes, 58 (32%) expressed satisfaction, 44 (24%) expressed dissatisfaction, 5 (3%), the highest level of satisfaction, and 3 (2%), the highest level of dissatisfaction, with the online classes' instruction.

FRIEDMAN RANK TEST

TABLE NO:9 Friedman test for the situation influencing to feel job stressful for Sample College Teachers

S. No	Particulars	Mean Rank	Ranks
1	Not familiar with technology	9.12	XII
2	Lack of access to computer hardware	8.32	XI
3	Lack of adequate compensation from management	7.82	IX
4	Take more time to develop teaching materials	7.21	VIII
5	Low internet connectivity	6.18	VI
6	Time constraints regarding teaching hours	5.79	IV
7	Electricity problems	5.16	III
8	Low level participation from student	4.23	II
9	No face to face contact with students	3.34	I
10	Lack of recognition from management	5.78	V
11	Financial problems to get enough data speed	7.03	VII
12	Pressure from higher authority to complete the syllabus	8.04	X

Test Statistics	
N	180
Chi-Square	459.040
Df	11
	.000
a. Friedman Test	

Table 9 lists the numerous circumstances that make college instructors believe their work is stressful. It reveals that out of 12 factors, college teachers place "No face-to-face contact with



students" first, followed by "Low level participation from students" in second place, "Electricity problems" in third place, "Time constraints regarding teaching hours" in fourth place, "Lack of recognition from management" in fifth place, "Low internet connectivity" in sixth place, "Financial problems to get enough data speed" in seventh place, and "Take more time to d" in eighth place, "Lack of adequate compensation from management" came in ninth place, followed by "pressure from higher authority to complete the syllabus" in tenth, "lack of access to computer hardware" in eleventh place, and "not familiar with technology" in twelfth place.

From this, it is clear that the majority of college instructors believe that "No face-toface contact with students" is the most important criterion to consider.

TABLE NO: 10 Friedman ranking for more complicated online programs felt by Sample college teachers

S. No	Particulars	Mean Rank	Ranks
1	Webinars	4.40	3
2	Faculty development program	3.04	1
3	Online quizzes	3.04	1
4	Skill development program	3.58	2
5	Work shops	4.82	4
6	Taking online classes for students	5.14	5
7	Online courses	5.84	6
8	Student development program	6.13	7

Test Statistics ^a	
N	180
Chi-Square	302.165
Df	7
Asymp. Sig.	.000
a. Friedman Test	

Table 10 lists the more complex programs that college lecturers conduct online. It demonstrates that out of eight programs, "Faculty Development Program" and "Online Quizzes" ranked first among respondents, followed by "Skill Development Program" in second place, "Webinars" in third place, "Workshops" in fourth place, "Taking Online Classes for Students" in fifth place, "Online Courses" in sixth place, and "Student Development Program" in seventh place.

FINDINGS

- This study shows that out of 180 respondents, 49% are in the age group of 26-30
- Out of 180 respondents, 60% are female.
- 73% are married ones in the study area.
- The study reveals that out of 180 respondents 38% possess educational qualification of post-graduation.
- 80% of respondents have previous experience.
- In this study, out of 180 respondents 36% of them have 1-5 years of previous experience.
- Out of 180 respondents 60% of them are coming from nuclear family.



- The study reveals that 88% of respondents have occupational stress.
- In this study out of 159 respondents 64% of them have medium level of occupational stress.
- In the study 43% of respondents use laptops for taking online classes.
- The study shows that 39% respondents have a neutral level of job satisfaction towards online class.
- It is found that out of 159 respondents 20% of them suffer from headache out of physical symptoms of stress.
- In the study 18% of respondents have anxiety, which is a psychological symptom of stress.
- It shows that 17% of respondents have a drop in work place as behavioral symptoms stress.
- The analysis shows that majority of the sample college teachers felt that their job is more stressful because there is no face to face contact with students when compare with other reasons like electricity problems, lack of adequate compensation from management and not familiar with technology etc.
- The analysis shows that out of different online programs, faculty development program and online quizzes are more complicated ones as compare with webinars, skill development programs etc.

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