E-ISSN: 2708-4523
P-ISSN: 2708-4515
AJMC 2022; 3(1): 128-136

www.allcommercejournal.com
Received: 18-01-2022
Accepted: 11-03-2022

Swaliha Mariyam KN
Student, Commerce, Tamil Nadu Teachers Education University, Kerala, India

Correspondence
Swaliha Mariyam KN
Student, Commerce, Tamil Nadu Teachers Education University, Kerala, India

A study on the impact of occupational stress on the performance of teachers of pavaratty, thrissur

Swaliha Mariyam KN

DOI: https://doi.org/10.22271/27084515.2022.v3.i1c.121

Abstract
The COVID-19 pandemic has brought changes in several sectors, the notable among that is working from home and usage of electronic gadgets for official work. Along with this, the methodology of teaching has gone in to drastic change, chalks and boards are replaced by electronic gadgets and the teachers are forced to adapt the changes. This compulsion to change and challenges in conducting online classes gives enormous occupational stress to the teachers. The purpose of this study is to analyse the impact of occupational stress on teaching performance of the teachers. An analytical research design is adopted and for this purpose 103 respondents from various institutions in Pavaratty were selected by means of convenience sampling technique. IBM SPSS and Microsoft Excel were used for data analysis and inferences were drawn from it. The study reveals that, teachers does not sacrifice their performance due to occupational stress. And stress management techniques helped them to reduce their stress. The study also throws light on the fact that occupational stress is quite a personal matter and that the perception of the situation enables one to cope with it effectively, being aware of the causes of occupational stress and monitoring it properly.

Keywords: COVID-19 pandemic, occupational, electronic gadgets, analytical research design

Introduction
The first case of COVID-19 was reported in Kerala on 27th January, 2020. It significantly brought an enormous change in the working practice of the people. The COVID-19 lockdown started on 24th March has brought changes in the lives of the people and made disruptions in their work. As a result, the pandemic affected the people's psychological and mental health. And it became an important concern to be studied.

During the pandemic, the teachers experienced unpredictable changes in their working pattern. The classroom teaching system were completely switched into online teaching system. And the workplace changed from schools and colleges to their own home as a safer option. This sedulous isolation and close down of academic institutions has made insurmountable mental pressure to the teachers. A person's key to success and prosperity is education for both personal life and for their future career. Without dedicated teachers, prosperity and success might only be a busted aim. Hence, a teacher has a paramount importance in the society. If teachers could not work effectively the whole educational system will slump. Our educational system is facing a drastic change. Teachers have to play different roles like, administrator, role models, friends, philosophers, and counsellor for the students, which in turn increase stress in teachers.

Occupational stress is a psycho-physical condition which affects an individual's productivity, effectiveness, personal health and quality of work. Teacher's stress is defined as "the experience by a teacher of unpleasant negative emotions such as, frustration, anger, anxiety, depression and nervousness resulting from aspects of their work". So teachers stress is specific type of occupational stress. Teachers with a high level of occupational stress show a reduced sense of job satisfaction absenteeism, and a tendency to exit the teaching profession. More importantly teachers work attitude affect educational quality and student performance. Therefore, the influences of the pandemic on teachers have potential consequences for the educational outcomes of the future generations.

The educational institutions need to generate the revenue for running the institutions including salaries and operational costs.

As there are also great competitions among the educational institutions, the management wants to provide best and quality education to the students and withstand the competition.

As a result, teachers are pressurized to over work on online mode, which also leads to a high degree of occupational stress. As occupational stress began to take use on the body and mind, a variety of symptoms can result. So our aim is to analyze the impact of occupational stress on the performance of the teachers during the pandemic.

Objectives of the study

- To determine the extent to which stress effects the performance of teachers during COVID-19 pandemic.
- To identify the techniques used by teachers for stress management during COVID-19 pandemic.

Research hypothesis

- H_O: There is no relationship between occupational stress and teaching performance.

Research methodology

This study is analytical in nature. Analytical research involves critical thinking skills, evaluation of facts and information related to the study. The study is based on primary data. Considering the COVID-19 situation, primary data is collected with the help of Google form. A questionnaire is prepared in Google form and sent to several people through Whatsapp and Email. The response was recorded in the excel sheet from responded Google forms and then analyzed. Secondary data used for this study is collected from websites, journals and from internet. By considering all the constraints, 103 respondents are selected as samples for the study from a population of teachers. Convenience sampling method is used for collecting the data from the teachers. Multiple regression, Chi-square and weighted mean are used for the analysis.

Review of literature

In this chapter an extensive review of the relevant studies under related areas of present research work conducted so far in order to identify the research gap. Hence, it is relevant to review the available literature on the selected area of the present study. For this purpose, research thesis, journals, articles, working papers, periodicals, documents from different websites were reviewed and studied.

- **Collie (2021) [1]:** Studies examining teacher well-being during the COVID-19 pandemic have identified different stressors as well as work-related demands and resources from the time of school closures. During school closures, autonomy-thwarting leadership was related to teachers' increased experiences of emotional exhaustion, while autonomy-supportive leadership increased workplace buoyancy, which in turn decreased teachers' somatic burden, stress, and emotional exhaustion
- **World Health Organization [WHO], (2020) [2]:** Australia was very fortunate during the first wave of COVID-19, with relatively low cases and deaths due to the pandemic. the varied schooling situations that were occurring across Australia during the data collection period teachers were asked to report on whether they were teaching remotely due to COVID-19, teaching half remotely (and half in-person at school) due to COVID-19 (e.g., teaching children of essential workers in-person, while others were being taught remotely), teaching in-person as usual (i.e., as per their pre-COVID-19 situation), or teaching remotely as usual (for schools in remote locations). Taken together, teachers were engaged in a range of working situations, while also navigating broader concerns related to COVID-19 caused stress in them.
- **Kaur and Kumar (2019) [20]:** state that occupational stress is a major concern among urban school teachers in India. They further suggest that by constantly evaluating the stress levels and proving proper counselling, stress levels of teachers can be considerably reduced and their quality of life can be improved. Kumar *et al*. (2019) [20] in their study "Organizational Commitment and Hardiness personality in relation to occupational stress of Primary School Teachers" reveal that both men and women in the teaching profession have the same amount of occupational stress. They further add that organizational commitment and hardiness personality, combined together, play a very important role in managing job stress. They also suggest that future research should focus on finding the regional, cultural and occupational factors for predicting and managing job stress.
- **Dhar & Magotra, (2018) [21]:** examined in their study that a variety of factors contribute to workplace stress such as negative workload, isolation, extensive hours worked, toxic work environments, lack of autonomy, difficult relationships among coworkers and management, management hours, no pressure of work and no technicalities and rigors of bureaucratic rules.
- **Dr. Nain Sing & Anupama Katoch (2017):** In the present study an attempt has been made to measure the occupational stress of secondary school teachers of district Mandi in Himachal Pradesh. A sample pool of 200 secondary school teachers from the government schools was randomly taken. The relevant information from the sampled subjects were collected through the standardize Occupational Stress Index. It was found that the secondary school teachers generally had occupational stress having high, moderate and low levels. Further significant differences were found in the occupational stress of male and female secondary school teachers.
- **Chaly PE, Anand SPJ, Reddy *et al*. (2014) [3]:** results showed, Out of 504 software professionals and 504 schoolteachers, for 23% of software professionals and 85% of schoolteachers, stress was Not a Problem in their life. 71%of software professionals and 15% of schoolteachers were in moderate Stress level. For 6% of software professional stress was a Problem in their life.
- **Dr. SS Jeyaraj (2013) [6]:** Worked on government and Aided higher secondary school teachers, with the sample of 185 Aided school teachers and 120 Government Teachers. Result shows that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent were more likely to leave teaching (career intention) and less likely to take up a teaching career again (career commitment).
- **Ali Qadimi and Praveena K.B (2013) [4]:** investigated that teachers with higher age groups had higher burn out scores. In addition, study shows that there were no significant differences between age groups of schoolteachers with reference to their occupational stress.

- **Sapna, Dr. Ved Prakash Gabha (2013) [5]:** reported many factors of occupational stress in engineering colleges i.e. Academic problem, fear, uncertainty, life causes, frustrations, pressures, environment, fatigue and overwork.
- **Mariya Aftab, Tahira Kahttoon (2012) [7]:** finding reviles that nearly half of the secondary school teachers experience less stress towards their job and males displays more occupational stress towards job than the females, moreover the trained graduate teachers are found to have higher occupational stress than post graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most and 0-5 years the least.
- **Berjot & Gillet (2011) [22]:** In the term of stress we can attribute a negative (distress) and a positive dimension (eustress). In particular healthy homeostasis called eustasis, whereas poor adaptation response to stress, leading to defective homeostasis called allostasis.
- **Mahan *et al*. (2010) [8]:** found that ongoing and episodic stressors were significantly and positively associated with anxiety and depression. They also argued that, as ongoing stressors increases in teachers working environment so as anxiety which affect their performance.

IBM SPSS

The SPSS software platform offers advanced statistical analysis, a vast library of machine learning algorithms, text analysis, open source extensibility, integration with big data and seamless deployment into applications. Its ease of use, flexibility and scalability make SPSS accessible to users of all skill levels. What's more, its suitable for projects of all sizes and levels of complexity, and can help you and your organization find new opportunities, improve efficiency and minimize risk. Within the SPSS software family of products, SPSS Statistics supports a top-down, hypothesis testing approach to your data while SPSS Modeler exposes patterns and models hidden in data through a bottom-up, hypothesis generation approach.

Table 1: Table showing Gender wise distribution of respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	84	81.6	82.4	82.4
	Male	18	17.5	17.6	100.0
	Total	102	99.0	100.0	
Missing	-1	1	1.0		
Total		103	100.0		

Source: Primary data

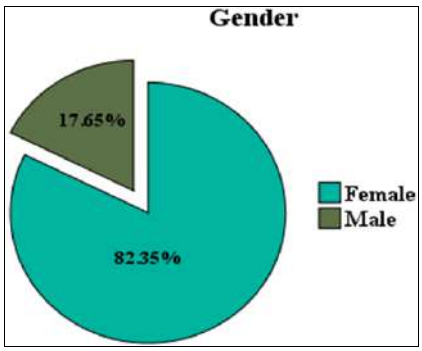

Chart 1: Chart showing Gender wise distribution of respondents

Interpretation

The gender in the frequency table presented above, out of 103 respondents, 82.35% are females and 17.65% are males, this establishes the presence of highest frequency for women than for men. Therefore, the majority of the opinion will be shown by females through samples.

Table 2: Table showing occupational type of the respondents

Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	67	65.0	65.0	65.0
	Private	36	35.0	35.0	100.0
	Total	103	100.0	100.0	

Source: Primary data

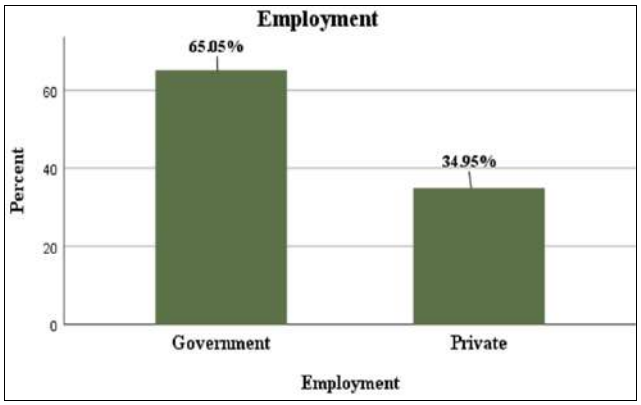

Chart 2: Chart showing occupational type of the respondents

Interpretation

The above data shows that majority of the respondents are employed in the government sector that is 65.05% and the other 34.95% are employed in private sector. Therefore, the majority of the opinion will be shown by government teachers through samples. But private is also contributing more than quarter of the sample.

Table 3: Table showing experience level of respondents

Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 years	19	18.4	18.4	18.4
	Above 5 years	84	81.6	81.6	100.0
	Total	103	100.0	100.0	

Source: Primary data

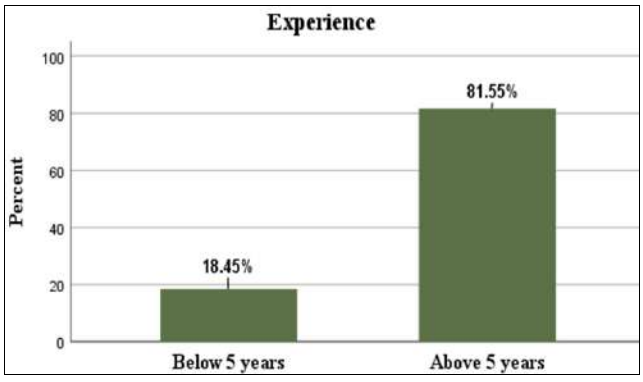

Chart 3: Chart showing experience level of respondents.

Interpretation

The above table shows that, most of the respondents are experienced ones. 81.55% of the respondents has experience above 5 years and the other 18.45% are having only below 5 years of experience.

Table 4: Table showing income level of respondents

Monthly income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30000	19	18.4	18.4	18.4
	30000-80000	33	32.0	32.0	50.5
	Above 80000	51	49.5	49.5	100.0
	Total	103	100.0	100.0	

Source: Primary data

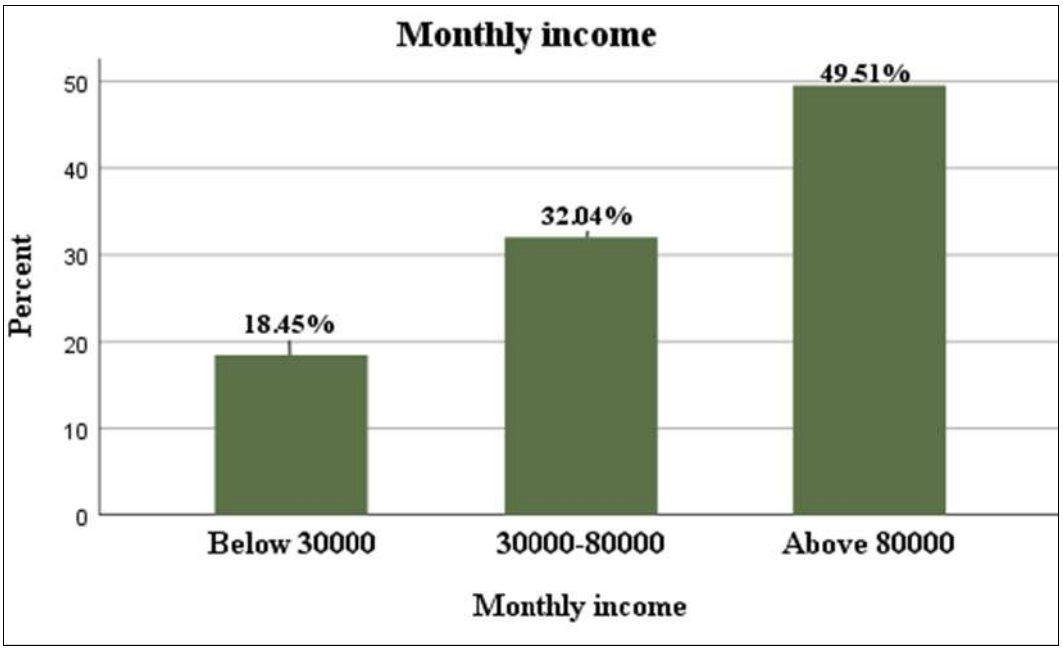

Chart 4: Chart showing income level of respondents

Interpretation

The above data depicts that, 49.51% of the respondents are having a monthly income above 80000, 32.04% have in between 30000-80000 and the other 18.45% are having below 30000.

Chi-square for showing occupational stress is higher in females than males during the pandemic

Ho: There is no significant association in the frequency of male / female having occupational stress during pandemic.

H_1: There is significant association in the frequency of male / female having occupational stress during pandemic.

Table 5: Cross tabulation on presence of stress in males and females

Cross tabulation					
			Presence of stress		Total
			No	Yes	
Gender	Female	Count	15	68	83
		Expected Count	16.4	66.6	83.0
	Male	Count	5	13	18
		Expected Count	3.6	14.4	18.0
Total		Count	20	81	101
		Expected Count	20.0	81.0	101.0

Source: Primary data

Table 6: Chi square test on presence of stress in males and females

Chi-Square Tests					
	Value	DF	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.877[a]	1	.349		
Continuity Correction [b]	.873	1	.342		
Likelihood Ratio	.821	1	.365		
Fisher's Exact Test				.343	.262
Linear-by-Linear Association	.869	1	.351		
N of Valid Cases	101				

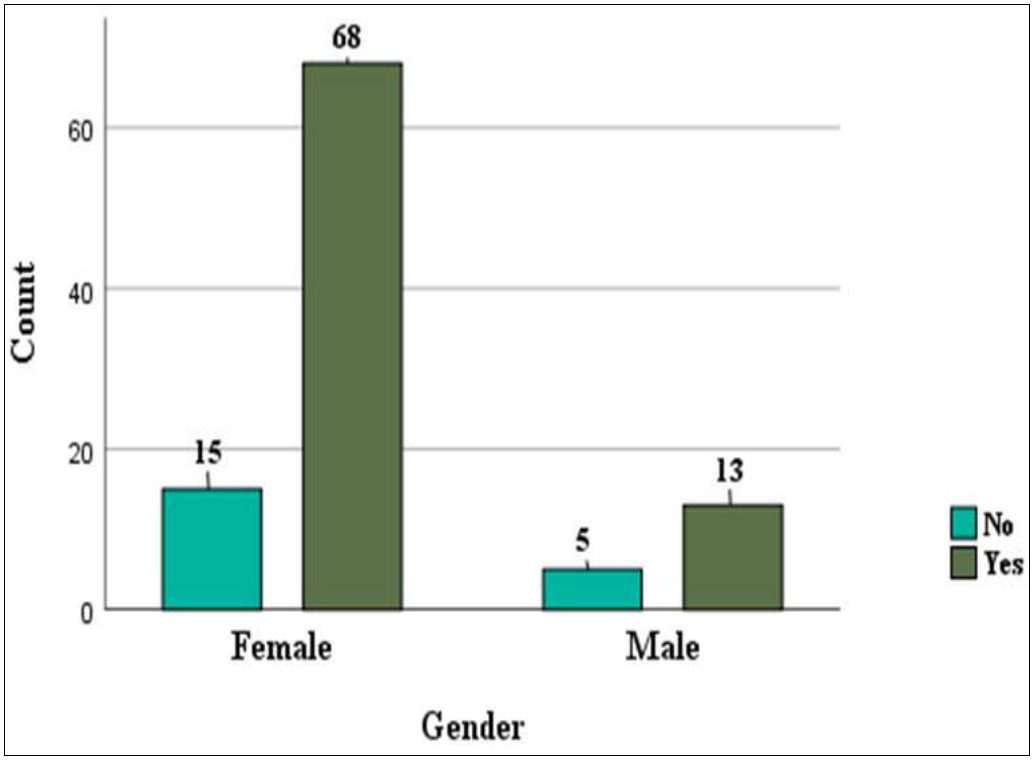

Chart 5: Chart showing presence of stress in males and females

Interpretation

The value of the test statistic is. 877[a]. As no cells had an expected count less than 5, the assumptions was met. The p value is. 349 which is greater than level of significance 0.05. Hence we accept the null hypothesis that there is no significant association in the frequency of male/female having occupational stress during pandemic. This reveals that, the level occupational stress in males and females differ to each other. The above chart shows that the females have higher stress level than males.

Multiple regression analysis showing presence of stress effects teaching performance

H_0: There is no relationship between occupational stress and teaching performance.

H_1: There is relationship between occupational stress and teaching performance.

Table 7: Table showing model summary

Model Summary [b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	DF 1	DF 2	Sig. F Change
1	.167[a]	.028	.040	.226	.028	.412	5	72	.839

Source: Primary data

The table Model Summary of Regression of occupational stress effects teaching performance shows R value (.167[a]) explains that there is a very low level of correlation (less than 0.30) between variables. R square (0.28) of regression model explains that 28% of teachers have a change in teaching performance and 72% by any other factor. The adjusted R square provides more specific prediction after considering standard error which is 0.040 explains 4% variance of change in teaching performance of teachers.

Table 8: Table showing ANOVA

Anova[a]						
Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	.106	5	.021	.412	.839[b]
	Residual	3.689	72	.051		
	Total	3.795	77			

Source: Primary data

The overall regression model is was not significant, *F* (5, 72) =. 412, *p*>. 005, R^2 =. 040. Hence, the null hypothesis is accepted. There is no relationship between occupational stress and teaching performance

Table 9: Table showing problems faced by students on teacher's performance during the pandemic

Problems	Yes	No
Not understanding	21	59
Not completing portions	17	63
Not friendly	27	53
Not giving full information or extra knowledge	31	49
Not giving timely announcements	13	66
Not having time management	17	60

Source: Primary data

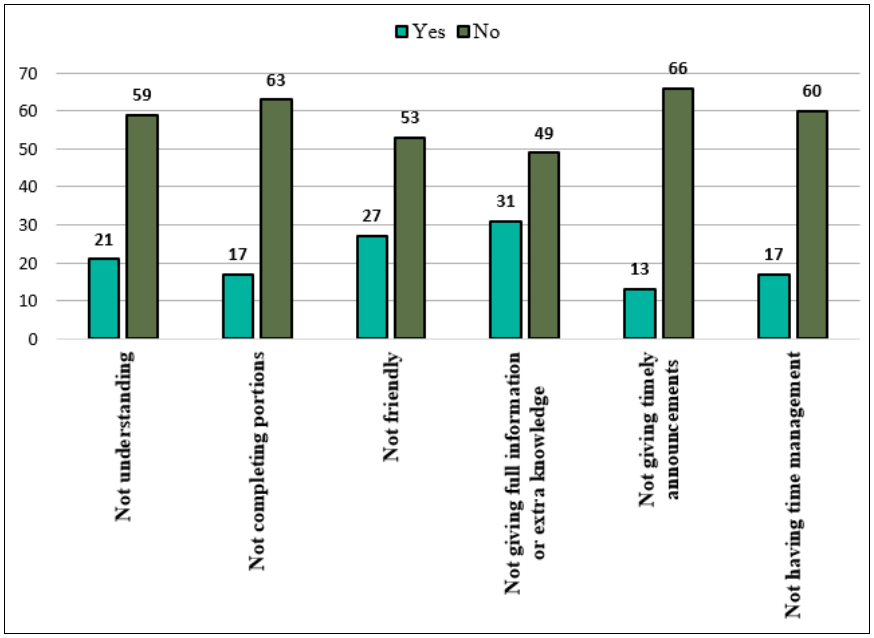

Chart 6: Chart showing problems faced by students on teacher's performance during the pandemic.

Interpretation

The above table shows that problems that are,' not understanding' (59 respondents), 'not completing portions' (63 respondents), 'not friendly' (53 respondents), 'not giving full information or extra knowledge' (49 respondents), 'Not giving timely announcement' (66 respondents), and 'not having time management' (60 respondents) are seems to be not received as complaint by majority of the respondents. Hence, we assume that, teachers does not sacrifice occupational performance due to occupational stress during the pandemic.

Table 10: Table showing effectiveness of various modes of teaching

Modes	Highly effective	Effective	Neutral	Ineffective	Highly Ineffective
Online mode	2	20	29	28	2
Traditional physical classroom	54	20	8	0	0

Source: Primary data

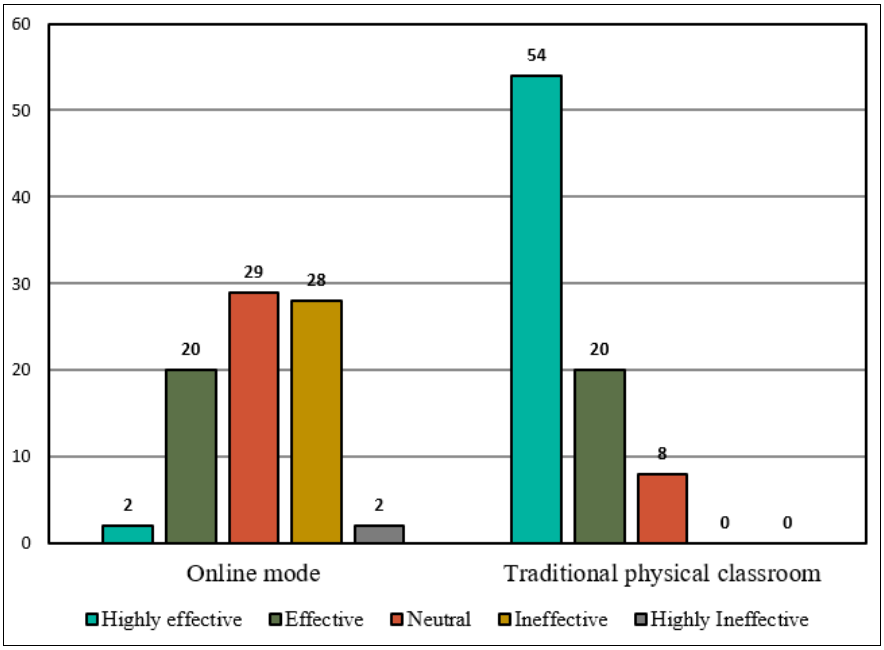

Chart 7: Chart showing effectiveness of various modes of teaching

Interpretation

From the above table, it is clear that traditional physical classroom is said to be more effective than online mode. On traditional physical classroom, out of 82 respondents, 54 responded highly effective, 20 effective, 8 as neutral and no one responded ineffective or highly ineffective. In case of online mode 29 responded neutral, 28 ineffective, 20 effective, and 2 highly effective and highly ineffective. Hence, it seems that online mode is not much effective.

Table 11: Table showing effectiveness of stress management techniques

Techniques	Highly effective	Effective	Neutral	Ineffective	Highly ineffective
Yoga / Meditation	18	17	35	11	1
Sleeping	38	19	13	12	0
Talking with friends	45	22	8	5	2
Watching TV	18	36	9	9	10
Smartphone or laptop use	42	25	3	8	4
Listening to music	22	46	4	8	2
Shopping	4	10	15	45	8
Travelling	7	14	40	14	7
Morning walk	20	9	35	11	7
Silent observation	34	18	20	6	4

Source: Primary data

Table 12: Table showing ranking of effectiveness of stress management techniques

Factors	Mean value	Rank
Yoga / Meditation	19.1	VII
Sleeping	21.9	III
Talking with friends	23.3	I
Watching TV	19.3	VI
Smartphone or laptop use	22.6	II
Listening to music	21.6	IV
Shopping	13.5	X
Travelling	16.4	IX
Morning walk	18	VIII
Silent observation	21.2	V

Source: Primary data

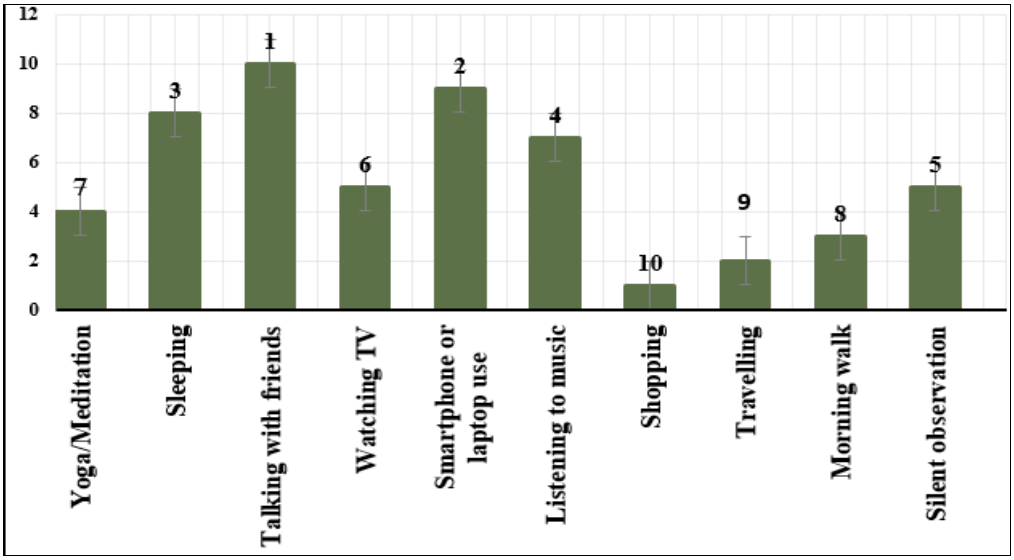

Chart 9: Chart showing ranking of effectiveness of stress management techniques

Interpretation

The above ranking shows that majority of the respondents mostly uses 'talking with friends', 'smartphone or laptop use', and 'sleeping' as the stress management techniques. 'Listening to music', 'silent observation', 'watching TV' and 'yoga/meditation' are moderately used techniques. 'Morning walk', 'travelling', and 'shopping' are the least used techniques.

Table 13: Table showing respondent's agreeableness on stress management techniques reduced stress

Agreeableness on stress management techniques reduced stress					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.9	2.5	2.5
	Disagree	6	5.8	7.4	9.9
	Neutral	24	23.3	29.6	39.5
	Agree	40	38.8	49.4	88.9
	Strongly Agree	9	8.7	11.1	100.0
	Total	81	78.6	100.0	
Missing	-1	22	21.4		
Total		103	100.0		

Source: Primary data

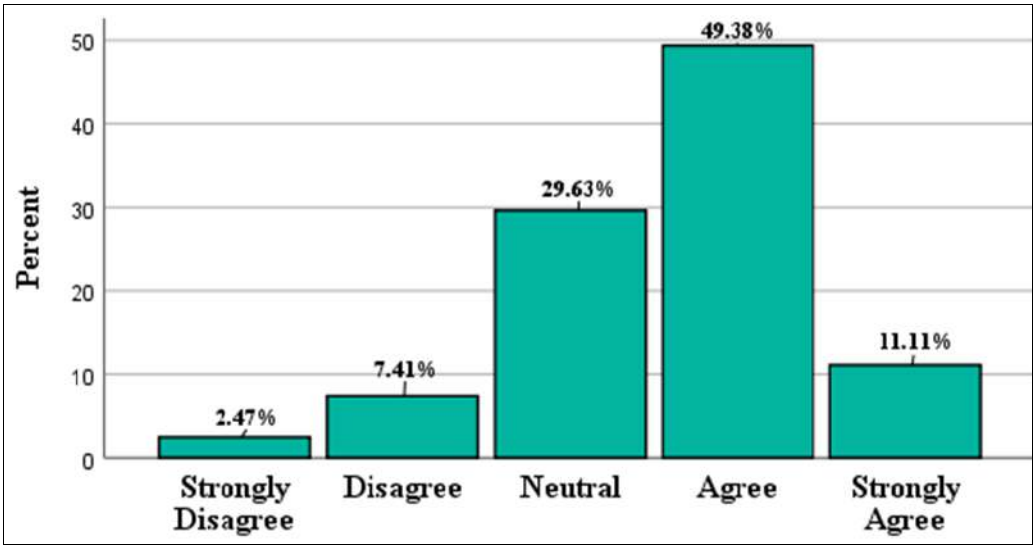

Chart 10: Chart showing respondent's agreeableness on stress management techniques reduced stress

Interpretation

The above table and chart shows that, 49.38% of respondents agrees that stress management techniques reduced their stress, 11.11% strongly agree, 29.63% responded as neutral, 7.41% as disagree and 2.47 strongly disagrees.

Table 14: Table showing usage of various measures to improve teaching performance

Measures	Yes	No
Utilize variety of technology options to save time and energy	68	14
Connect to students individually	70	12
Prepare to work with parents	54	28
Create supportive teaching environment	62	20
Set schedule and boundaries	59	23
Create a classroom settings that helps students feel connected to you	63	19

Source: Primary data

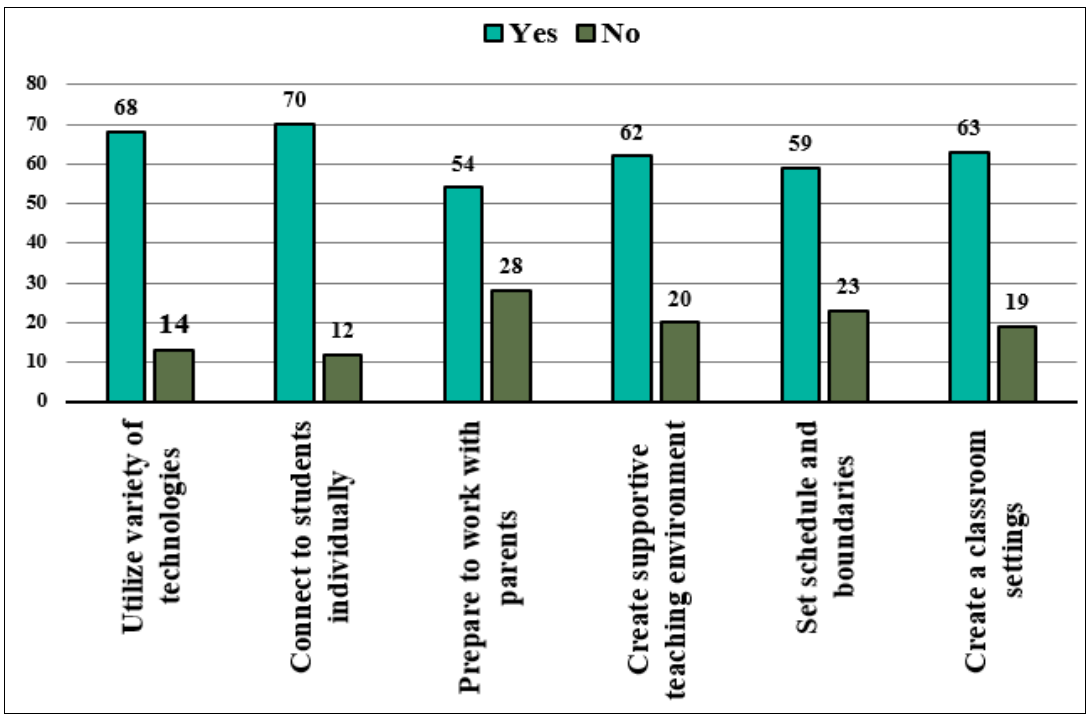

Chart 11: Chart showing usage of various measures to improve teaching performance

Interpretation

The above table and chart shows that, all the six performance improvement techniques are highly taken by the teachers in order to improve teaching performance during the pandemic. The project reveals that, 70 respondents connected to students individually, 68 utilized variety of technologies, 63 created a classroom setting, 62 created supportive teaching environment, 59 set schedule and boundaries, and 54 prepared to work with parents.

Conclusion

The study entitled "A study on the impact of occupational stress on the performance of teachers of Pavaratty, Thrissur" has made an attempt to conclude that, the lockdown which brought the work at home situation has impacted the health of teachers. The drastic change in the methodology of teaching has made an enormous occupational stress to the teachers. But based on the results, there is no relationship between the occupational stress and the teaching performance. It shows that, the teachers does not sacrifice teaching performance due to occupational stress during the pandemic. The study also throws light on the fact that occupational stress is quite a personal matter and that the perception of the situation enables one to cope with it effectively, being aware of the causes of occupational stress and monitoring it properly.

References

1. Collie RJ. COVID-19 and Teachers' Somatic Burden, Stress, and Emotional Exhaustion: Examining the Role of Principal Leadership and Workplace Buoyancy. AERA Open. 2021;17:233285842098618. DOI: 10.3886/E127641V1
2. World Health Organization. WHO Coronavirus disease (COVID-19) dashboard; c2020. https://COVID19.who.int/Google Scholar.
3. Chaly PE1, Anand SPJ2, *et al*. Evaluation of Occupational Stress among Software Professionals and School Teachers in Trivandrum, IJMDS. 2014 Jul;3:20.
4. Ali Qadimi, Praveena KB. Influence of Age on Burnout and occupational stress among High School Teachers, Paripex- Indian journal of research. 2013 August;2:8. ISSN: 2250-1991
5. Sang G, Ved P. Occupational stress among the engineering college teachers in Punjab, India. International Journal of Education and Applied Research. 2013;3(1):234-57. ISSN: 2348-0033 (Online). ISSN: 2249-4944 (Print).
6. Dr. SS Jeyaraj. Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, IOSR Journal of Business and Management (IOSR-JBM). 2013;7(5):63-76. E-ISSN: 2278-487X.
7. Mariya Aftab, Tahira Khatoon. Demographic Differences and Occupational Stress of Secondary School Teachers, European Scientific Journal March Edition. 2012;(8)5:159-175 ISSN: 1857-7881 (Print). E – ISSN: 1857-7431.
8. Mahan LP, Mahan PM, Park J, Shelton C, Brown CK, Weaver TM. Work Environment Stressors, Social Support, Anxiety and Depression among Secondary School teachers. AAOHN Journal. 2010;58(5):197-205.
9. https://www.scirp.org/journal/paperinformation.aspx?paperid=66480
10. https://www.ijemr.net/DOC/ALiteratureReviewOnOccupationalStressAndJobPerformance(402-407).pdf
11. https://www.researchgate.net/publication/281834645_Teacher's_Occupational_Stress_A_Review_Study_in_National_International_Scenario
12. https://journals.sagepub.com/doi/10.1177/2332858420986187
13. https://www.frontiersin.org/articles/10.3389/feduc.2021.699785/full
14. https://www.inspirajournals.com/uploads/Issues/940329606.pdf
15. https://www.researchgate.net/publication/341579956_Occupational_stress_amongst_women_employees_
16. https://www.betterhealth.vic.gov.au/health/healthyliving/stress
17. https://www.wgu.edu/
18. Research methodology methods and techniques(third edition) by CR Kothari and Gourav Garg - book
19. Research methodology (second edition) by R Panneerselvam – book.
20. Kaur P, Kumar R, Kumar M. A healthcare monitoring system using random forest and internet of things (IoT). Multimedia Tools and Applications. 2019 Jul;78(14):19905-16.
21. Dhar N, Magotra RA. Study of the Occupational Stress among Teachers Teaching in JKBOSE & CBSE in Jammu District: A Comparative Study. International Journal of Advanced Research in Education & Technology. 2018;5(1):23-7.
22. Berjot S, Gillet N. Stress and coping with discrimination and stigmatization. Frontiers in psychology. 2011 Mar 1;2:33.